

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

Ah, New Years are but milestones incomplete; they tell us merely
The distance we have traveled, not the length of road before;
'Tis wisdom, then, from day to day to serve our God sincerely,
Expectant of the hour supreme that marks our journey o'er.—Rev. Arthur Barry O'Neill, C. S. C.

Questions for the New Year..

BY T. J. WIGGINS.

I asked the New Year for some motto sweet,
Some rule of life by which to guide my feet;
I asked and paused—It answered soft and low—
"God's will to know."

"Will knowledge then suffice, New Year?" I cried;
But ere the question into silence died
The answer came—"Nay, this remember, too—
"God's will to do."

Once more I asked—"Is there still more to tell?"
And once again the answer sweetly fell—
"Yea, this one thing, all other things above—
"God's will to love."



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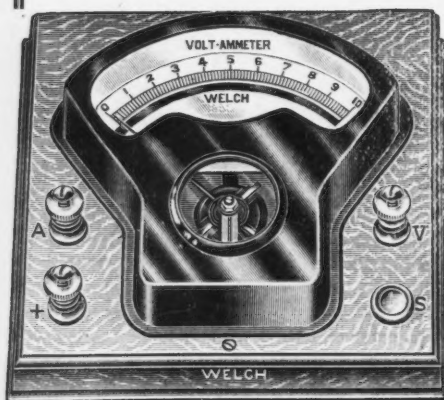
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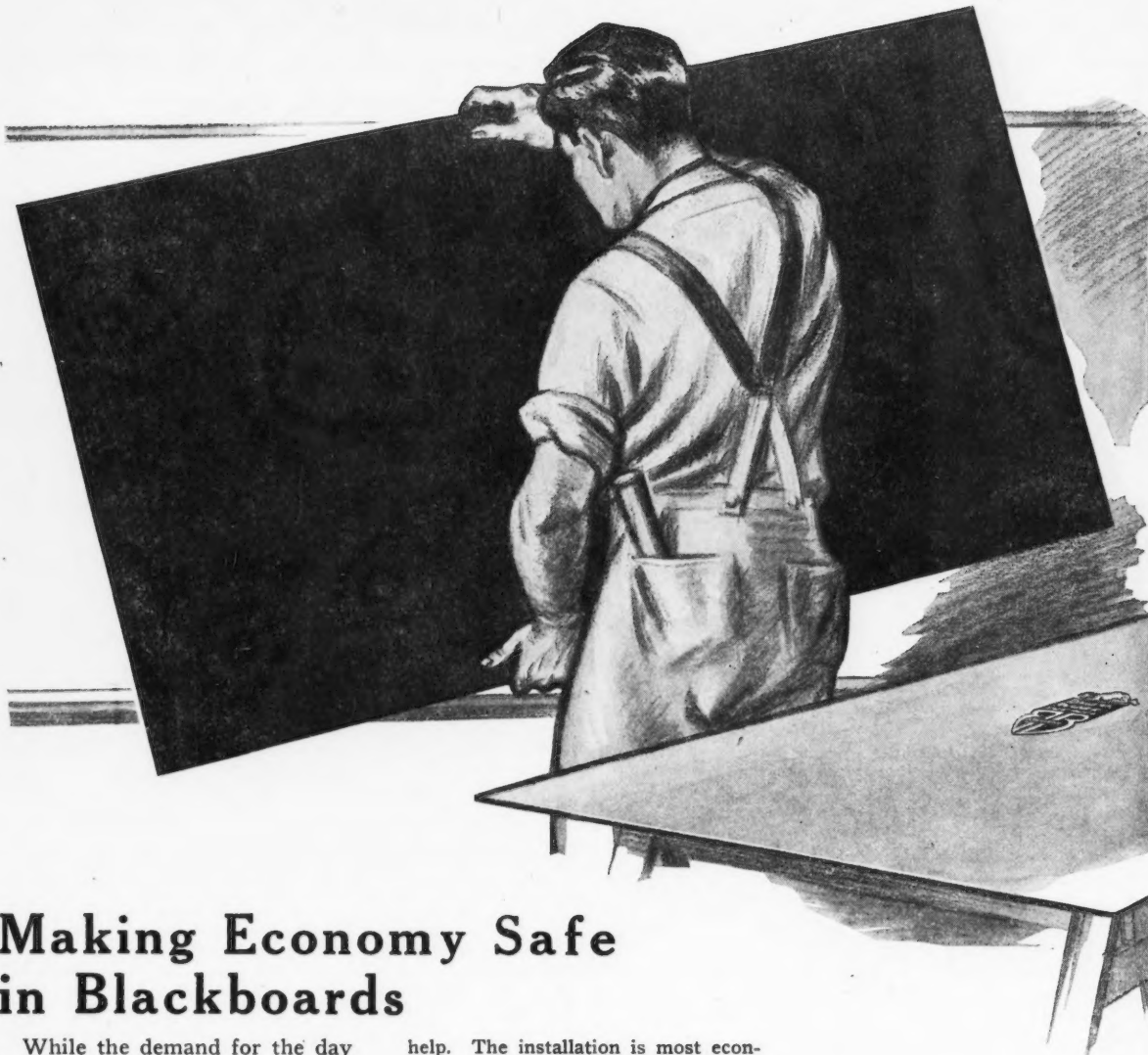
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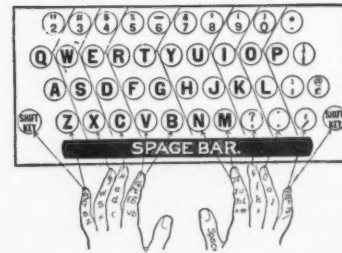
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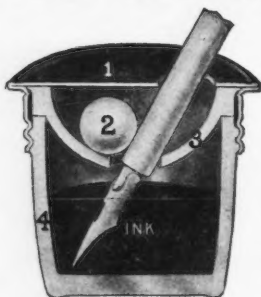
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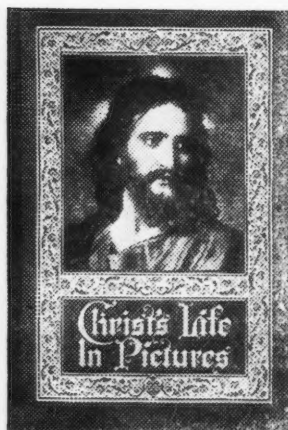
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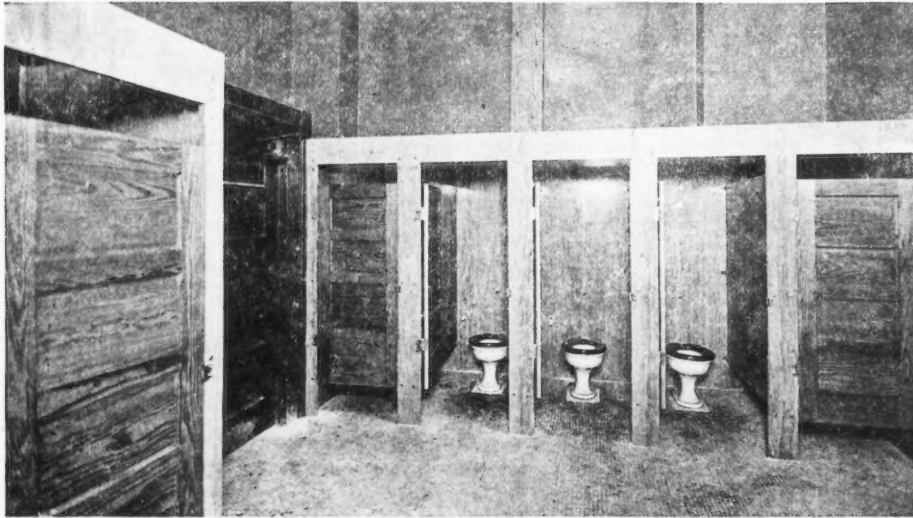
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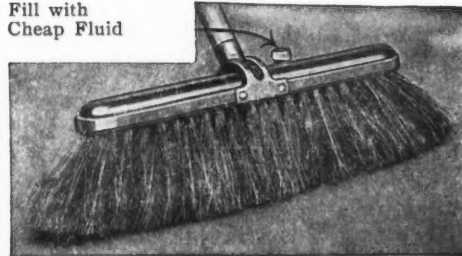
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VOL: EIGHTEEN; Number Eight

MILWAUKEE, WIS., JANUARY, 1919

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A NOTABLE ACHIEVEMENT.

The late autumn of every year brings us one of the most interesting publications that zeal and intelligence and good sense could produce, to-wit, the Bulletin of the Catholic Educational Association, containing the report of the proceedings and addresses of the annual convention of the organization.

Any one who knows something about human nature in general and clerical perversity in particular will appreciate the tact and insistence and unfailing patience which makes such an achievement possible. It is hard enough to get educators to write papers, harder still to get them to write wisely, hardest of all to get them to attend to details of publication. It is no easy task to gather together the almost innumerable papers and discussions of the annual meetings of the association and bring them together in convenient and readable form, and to do this thing year after year without surcease. All honor, then to the Reverend Francis W. Howard, LL.D., of Columbus, Ohio, the efficient secretary general of the association. His has been the labor; his likewise should be the laurels.

NUMBER FIFTEEN. The report of the fifteenth annual meeting of the Catholic Educational Association is before us—has been before us, indeed, for weeks; for it is a collection of documents demanding careful and in spots intensive reading. This unpretentious yellow book is a volume which our teachers would do well to take and eat, and the digestion thereof will furnish them the scriptural bitter and sweet. It demands thought, reflection, conference; it has matter pertaining both to the religious and the professional side of our lives; and superiors intent on finding suggestive reading for meditation on school duties might profitably prefer this report to some of the dry and untimely and worn out screeds that have wearied generations of us to these many years.

As must be expected of any such collection of material, the papers in this fifteenth annual report are not on one plane of excellence; star differeth from star in glory. Various types of mind, of literary ability, of logical acumen, of knowledge of life, of educational experience are represented here. The annual meeting of the association is at once a clearing house and a safety valve, and in its sessions both the educational imperialists and the educational Bolsheviks are wisely permitted to have their say. We need both in every well ordered world. And it is in large measure due to this splendid catholicity—as well as Catholicity—of tone and treatment that the annual report possesses so great a value for all of us who are at all alive to our responsibility and our ideals.

No better use could be made of the space at our disposal this month than to comment on some of the papers contained in the annual report. We say "some of the papers" because it is impossible to so much as mention them all. Several of them have already been reproduced in The Catholic School Journal and in other educational and diocesan publications; more of them have been noticed at greater or lesser length in such influential Catholic magazines as America and The Catholic World. These we shall for the present overlook and devote our attention rather to contributions that seem to have a special interest for the readers of this magazine.

THE MATTER OF TRADITIONS. Brother John Waldron of the Brothers of Mary has a paper that merits careful reading and enlightened thought. It is the utterance of a superior to superiors and is refreshing in its insistence on sound principles and on its recognition of facts. Under the elastic title, "Keeping in Touch With Educational Movements," the distinguished Marist edu-

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

cator discusses several points that are both timely and grave; and his attitude is brave and honest and illuminative.

For instance. He rightly emphasizes the importance of every teaching order adhering to its distinctive traditions. Without such adherence a

teaching congregation will speedily lose its identity and lessen its potentialities. But, on the other hand, a blind and indiscriminating devotion to traditional usages tends to formalism and keeps an institute from facing frankly and openly the peculiar needs of the times. Brother John Waldron wisely draws a distinction between those traditions "that hold and protect the essence and vivifying force of the rule" and "those accidental ones that find their origin in the time or place or climate or circumstances of the work." He recognizes the fact that if an order is to live it must grow, and if it is to grow it must change—must change not in essentials or in principles but in the application of principles. He points out the fact that the members of a community "have a right to find their confidence in superiors justified by results"; and that unfortunate consequences are bound to come "when a superior, not recognizing the shadow of coming events, has failed to prepare the community and its teachers" to deal with live issues in a live way. Respect for the traditions of our holy order is a splendid thing; but it should not lead any of us—whether in high places or in low—to keep our headlight on the rear platform, to walk in dead men's shoes.

PREPARING FOR SERVICE. Of great moment, too, is the paper on "Training for the Lay Apostolate" by the Reverend Edward F. Garesche, S.J. The energetic editor of The Queen's Work scores the unflattering but indisputable point that some of our teachers seem to have no headlight at all. Our classrooms have no lack of good pious souls who urge the importance of saying prayers and distribute holy pictures with commendable regularity, but who ignore the fact that in a few years the boys and girls of today will be the men and women of tomorrow who must keep alight the torch of faith in the midst of an indifferent if not a hostile world. Our schools have failed, he maintains, in "the training of the young folks to take a more active part in the work of the Church. . . . In studying the present situation of our Catholic schools and colleges as regards the lay apostolate, one sees a rather amazing lack of any systematic effort to train the children to take an interest in and to work for the needs of the Church."

It is undoubtedly hard at times for us religious teachers to crawl out of our shells. We are all prone to judge the needs of others by our own needs, completely forgetting that most of the children under our care are not destined to be priests or nuns, that God has called them to live in the world and to make the world better for their living in it. One function—and not the least important function—of our schools is to enable our graduates to bring the light of Catholic teaching and practice into the dark places of the earth. They are not to be Catholics one day in the week and mere citizens the next; they are to be Catholic citizens every day in the week. They are to be familiar with the spirit of the Church, with the principles of the Church, and with the application of that spirit and of those principles to industry, to politics, to science and to art.

Some months ago a certain Catholic religious teacher received an invitation to become an officer of the National Drama League, an organization concerned with securing and maintaining higher standards in the theatrical world. The teacher, very rightly, declined; his duties as a teacher

and his status as a religious obviously prevented him from taking up the praiseworthy work. But—and here is the nub of the episode—he was unable to think of one graduate of his school who was qualified to take up the work and to carry it on in the light of Catholic principles. Any number of those graduates were theater goers, some of them even members of the theatrical profession; but the school had not trained them to correlate their Catholicism with the theater. He found that most of them acted upon the unformulated but stubborn conviction that the Church and the stage have nothing in common, that they are even at all points antagonistic. And so it is in other walks of life. A mistaken conservatism has kept our schools from furnishing leaders in industrialism, in political science, in club life and in other present day activities.

TEACHERS WHILE YOU WAIT. This difficulty and a host of other difficulties that we find ourselves involved in today can be settled by just one thing—the proper preparation of our teachers. And here is Brother Joseph's paper on "The Training of a Teacher" with a wealth of suggestiveness and a fearless shattering of certain long-cherished educational false gods. This Christian Brother, with both an American and a European pedagogical experience behind him, who has taught in the grades as well as in the normal school, makes it very plain that it is the personality of the teacher—his religious and human character—that mainly counts and that the professional preparation that overlooks that fact is hurtful, even abortive. He asks with Plato, "Is power gained by theory or by practice?"

THE ESSENTIAL SUBJECT. The Reverend Peter C. Yorke, D.D., whose practical interest in the Catholic Educational Association is evidenced in almost every one of the annual reports, this year contributes a timely and stimulating paper on "The Teaching of Religion." To those entertainingly profound and esthetic ladies and gentlemen of the teaching profession who are wont to impress children in the elementary grades with the symbolism of ecclesiastical vestments and the Greek Orthodox interpretation of the doctrine of the procession of the Holy Ghost, we especially commend Dr. Yorke's clear and concise statement of what truths of religion every child should know. And as to method of teaching, this paper is in refresh-contrast to the unnatural Natural System advocated by some of our worthy institute lecturers whom much learning hath made injudicious. In teaching young children, Dr. Yorke maintains, "there is no need of seeking reasons from biology or analogies from zoology to prove to them that God is good or that Providence takes care of them."

THE BUGBEAR ETERNAL. Examinations we have always with us, and so the paper on their significance and value by Professor William J. McAuliffe should afford some hints and give opportunity for community discussions. The professor has derived most of his lore from intimate acquaintance with that great fetish before which every New Yorker and every son of a New Yorker bows his forehead in the dust, the Regents' Examinations; and he indicates certain methods of winning the favor of that gracious deity. To a good many teachers—in New York and out of it—examinations are something of a game, and it is highly important to know the rules. The rules set down by Professor McAuliffe are very nice ones; but all rules have grievous limitations. It cannot be too often urged upon the teacher's remembrance that our schools do not exist to prepare children for examinations but to fit them for full and fruitful Christian living, and that some members of the profession whose success in grooming their pupils for written tests has won general recognition are as teachers uninspiring and as human beings suspected of being related to the harmless, necessary fish. The ideal examination—if there can be such a thing—must be somewhat like the procedure of the genial old gentleman who would take a child out into the woods, sit down with him on a fallen tree and issue the brusque command: "Now, tell me everything you know about geography." The necessity of organizing one's existing knowledge at such short notice and of expressing it understandingly had undoubtedly a distinct cultural effect; and, as the old gentleman used to say, "If that there boy hasn't enough vim to talk me dumb about what he's reading in the geography books, then something ought to be done to his teacher."

(Continued on Page 378)

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WHAT TEACHERS SAY

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The Vital Element in the Teaching of Literature

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

thing about a writer except the things he wrote. Our conscious and directing purpose is to lead our pupils to appreciate the book.

We distinguish three kinds of appreciation—formal, esthetic and vital. Formal appreciation concerns itself with the make-up of the masterpiece, with the materials used, the workmanship of the author. It covers all the ground of grammar and much of the field of rhetoric. Are the sentences long or short, declarative or interrogative, periodic, loose or balanced? Are the words in national, reputable and present use? Has the book structure—a beginning, a middle and an end? Such questions deal with matters of formal appreciation.

Esthetic appreciation pertains to style. It formulates the generally accepted qualities of style—such as conciseness, ornateness, vigor, clearness, urbanity—and studies the book from that point of view. Is the author graceful in thought and expression? Is he suggestive in his narrative and descriptive passages? Does he manifest sublimity, humor, pathos? Is his work mainly dramatic or mainly pictorial? And how, in these things, does this book compare with books previously read? Such questions deal with matters of esthetic appreciation.

Vital appreciation, as the adjective indicates, dwells upon the book in its relation to human life. It considers the characters in the book as live human beings, the settings of the book as a real human background, the plot of the book as the crossing and re-crossing of human motives and human plans. It is on the lookout for commentaries on life and on living, and such commentaries it investigates in the light of ethical teaching and personal experience. Do men and women say such things and do such things in actual life? Do the characters in the book remind me of any of my acquaintances? Do some of the comments of the author apply especially to my life and my problems? What has the reading of this book taught me concerning God and my fellow man and myself? Such questions deal with matters of vital appreciation.

When we reflect on how literature is generally taught and on how teachers' handbooks maintain that it ought to be taught, we find that the value of esthetic appreciation is recognized, that the value of formal appreciation is over-emphasized, that the value of vital appreciation is either inadequately perceived or absolutely ignored. The children are encouraged to study the meaning and derivation of words, to point out figures of speech, to analyze the structure of episodes; but, generally speaking, it would seem to be true that they are not encouraged to regard literature as a portrait and interpretation of life. "Even the best editions of our day," writes the late George Gissing in "The Private Papers of Henry Ryecroft," "have so much of the mere schoolbook; you feel so often that the man does not regard his author as literature, but simply as a text." This is surely a mistaken notion of the function and aims of literary study.

Another mistake into which some pedagogical theorists fall is the assumption that these three sorts of appreciation are arranged in a terrace; that there can be no esthetic appreciation until the formal appreciation has been completed, and that there can be no vital appreciation until the pupils have mastered the esthetic aspects of the work studied. It has even been said that the study of literature should be exclusively formal in the grades, exclusively esthetic in the high school and exclusively vital in the college; that first should come the "drill" period, next the "syntax" period and finally the period of appreciation of the book as a contribution to one's philosophy of life.

It cannot be too vigorously pointed out that such a conception of pedagogical procedure possesses but one merit and that a dubious one, namely, mechanical symmetry. As a matter of fact there is room for all three kinds of appreciation in every school grade; all three of them should come into play in the teaching of every piece of literature; and, alike in the primary class and in the senior year of college, most stress should be placed on vital appreciation, less stress on esthetic appreciation and least stress on formal appreciation. The great, the tragic error of much college teaching today—a heritage in part derived from the study of the ancient languages and in part from the methods in vogue in the German universities—is to make true appreciation of literature as an art degenerate into the study of philology as a science. "How could it be otherwise," asks Dr. O'Hagan, in his brilliant essay on "The Degradation of Scholarship," "when pedantry with all its assumption and presumption usurps the throne of scholarship, and true culture often finds but little welcome in the classrooms and academic halls of our land?"

The over-emphasis on the formal and esthetic aspects of literary study to the exclusion of essential vital appreciation is happily indicated by Father Garesche in his article on "The Training of Writers" in the December issue of this magazine. "It is rather amusing in the retrospect," he tells us, "to see how in the lives of successful authors their school work in English has sometimes played a negligible part in their training for writing because they detested grammar and hated rhetoric and because sometimes the models presented for them for study in the classroom were so dissected and anatomized that they lost every semblance of the fair and living form of literature." The study of literature will be a fair and living thing only when it consists mainly of vital appreciation. And vital appreciation can exist only when both teacher and pupils possess the feeling for literature, when they realize that books are human documents, filled with wisdom human and divine, abounding with portraits of men and movements, embodiments of human thought and human passion, things palpitating and athrill with human strivings and human speech.

The right attitude toward the great books of the world is suggested to the teacher by the Catholic poet, Aubrey de Vere, in his introduction to "Selections from the Poets." He quotes Bacon's significant saying that "it is the office of poetry to submit the shows of things to the desires of the mind"; and he amplifies the thought as follows:

"Meaning by the mind, the aspirations of that *mens melior*, or nobler mind, which is the part of man that retains the image of God and thirsts for immortality. The world of sense, since the fall, has lost the glory of that light which dwelt upon its countenance as it was first created. In poetry a portion of that light is restored; for poetry is an ideal art, which invests objects with a grandeur, a freedom, and a purity not their own. When we speak of 'poetic Justice,' we refer to the fact that in poetry we require a justice more paupable and swift than that which the eye discerns in the course of actual events. When we speak of poetic Truth, we refer to a truth essential and universal, and free from the accidents to which the detail of common things is, in appearance at least, subjected. Not less sacred is that Beauty of which the poets in every age have sung. It is nothing merely mate-

rial, although it manifests itself in material things. From them it looks forth, as the soul looks forth from the face."

What de Vere says specifically of poetry applies equally to all great literature, dramas and novels and essays. All great books are transcripts of human life. They purge life of its superfluities and non-essentials, they compress it in point of time and focus interest on its significant conditions and qualities. To read Tennyson's "Morte d'Arthur," for example, is to concentrate upon certain phases of human experience, actual or potential; to understand the feeling of emptiness and impotence that comes after even mighty achievements, to feel the weariness that follows defeat, to realize that faith and faith alone can sustain a man in the great crises of life.

And so it comes to pass that great books impart a knowledge of human nature—general and particular. They teach us to know man and to know men. How one grows in spiritual and intellectual stature as he reads Macaulay's essay on Milton! He discovers that Cavalier and Puritan are not merely two figures in English history but that they are two eternal human types, and that he himself is one or the other with corresponding advantages and defeats. He sees now as never before that loyalty is sometimes unrighteous and that righteousness is sometimes disloyal; that the good man finds it hard to be a tolerant man, and that the man who puts not virtue in the first place will be ultimately overcome. And the great blind poet, hitherto an abstraction, becomes real to him, like himself a child of Heaven and a child of sin, like himself the victim of pain and penury and circumstance, like himself tormented by unrealized ideals and the agony of unrest. And all this and ever so much more, be it remarked in passing, one may secure from the essay without so much as suspecting that Macaulay wrote balanced sentences.

The vital study of literature appreciates great books as veritable treasure hoards of wisdom. In Shakespeare's "As You Like It" even Touchstone's foolish fancies are singularly wise. "Ay," cries the philosophic man of motley, "now am I in Arden; the more fool I; when I was at home, I was in a better place: but travellers must be content." What a world of suffering and of misery might not we all be spared—suffering and misery, too, that hath no relish of salvation in it—if we could only realize that we have not here a lasting city, that no matter whither we go or what we undertake we are bound to find annoyances and inconveniences, suspicion and ingratitude. Verily, verily, travellers must be content! Content to take fair days and foul even as they come, to see the best there is to see in forest flirts and banished dukes, to read complacently both the leaves of the forest and the leaves of the Book of Life—"whose pages," says Jeffery Farnol, "are forever a-turning, wherein are marvels and wonders undreamed of; things to weep over, and some few to laugh at, if one has but eyes in one's head to see withal."

And great books somehow seem to grow with our growth. Dante means more to us today than he did ten years ago, and ten years hence he will be more potent still. Our reading acts upon our living and our living reacts upon the books we love; and age cannot wither them nor custom stale. It is as though every year another candle were lighted, an added illumination thrown upon the familiar printed page; and as we read, lo, new visions of life arise before us, new insights come to caution and to guide, new moods give zest to living and to labor and we lay us down anew to pleasant dreams.

Vital appreciation means religious appreciation; for God speaks to us in the world's great books. If we study them exclusively as grammarians or philologists or rhetoricians, I fail to understand how we can hear His voice; but once we take them up as fragrant human documents the heavens truly lie about us for we begin to perceive somewhat of the ways of God with men. The old belief that poets were possessed of wise and friendly spirits who spoke in them and through them is not an idle fancy, for in our best moments and in our best work it is God's artistry that is wrought. Reflections of His Infinite Goodness and Truth and Beauty are caught in literature and garnered for the children of today and tomorrow; and surely, if the Catholic school is to live up to its mission and its ideal, it is right and necessary that its pupils learn to read those books with open minds and hearts.

(Note.—In succeeding papers of this series, Brother Leo will show in detail how Shakespeare's "Julius Caesar" may be utilized in the teaching of formal, esthetic and vital appreciation.)

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THE CATHOLIC SCHOOL JOURNAL

445 Milwaukee St., Milwaukee, Wis.

TRAINING CATHOLIC WRITERS.

Rev. Edward F. Garesche, S. J.

Editor of The Queen's Work.

The Memory Lesson.



Rev. Edward F. Garesche

One fancies that there is a general deterioration in the quality of memories nowadays, even among the children, because so many things that used to be left to the vigor of the memory alone are supplied in helps and aids of print. In the old days, when books were dearer and rarer, strong and retentive memories were more the rule because it was necessary for persons of education to retain in their memory what now we commonly trust to books of reference and to libraries. Be that as it may, it is certain that there is a decline in the good old practice of giving memory lessons and some of our Catholic students go through their entire course without committing thoroughly to memory even a tithe of the excellent prose and high poetry which should be a permanent part of their mental furnishing for life. We have met men and women of the older generation whose mental wealth in this regard was really enviable. They were so intimately acquainted with the best English literature that the words of great authors flowed naturally upon their lips and in moments of pleasure or enthusiasm the stirring syllables of some great poem or an apt phrase from a classic would come to their mind and enrich their talk.

But this use for quotation is one of the least goods that come from memory lessons. It is of vast advantage to have one's mind stored with beautiful phrases, lovely sentences, and noble verse, and even though one never uses these mental riches in one's speech or writing, still the possession of them gives a richness, fullness, and depth to the thought and the expression which can be had in no other way. If one can believe the experience of great authors one of the greatest misfortunes and disadvantages under which our Catholic children labor is their ignorance of the words of Holy Scripture. We all know how Ruskin for example was so fed upon the actual text of the English version of the Old and of the New Testament that his whole vocabulary and all his style were colored by it. One of the favorite details in what is called significantly the laboratory method of studying English consists in noticing the influence of Scripture on the style of the writer. It is quite out of the question for some of our Catholic students to have this test applied to their writings except negatively, for many of them have memories which are quite destitute of any Scriptural color.

Yet one would think that at least the constant hearing of the gospels on Sundays would gradually impress itself on the plastic memory of a child, and so it would if they paid any attention to what they hear. There is a northern pastor who has the excellent practice at his regular instructions to all the children of the parish of asking them to repeat the gospel of the preceding Sunday. When he began the practice he found a plentiful ignorance among all the children. Hardly one of them could recall anything about the gospel at all. It had gone literally in one ear and out of the other. But now all the children of the congregation, anticipating this weekly examination on the subject, pay the most acute attention when the gospel is read. The consequence is that they can repeat it intelligently, sometimes almost in the words of Holy Scripture. A bit of memory lesson from the New Testament every day would be an excellent help for the budding writer and if we can get the children to read this holy book over and over again and fix its phrases and its figures in their minds they will be immensely benefited for all the rest of their lives.

We stand out most earnestly for the daily memory lesson, not only for the training it gives to the memory itself, but for the immense help it affords toward two great processes in learning to write, i. e., the intimate appreciation of good writing and the constant practice of writing one's self. The rhetorics call our attention to the fact that there are many ways of reading a passage or an extract or an entire work. One may read it rapidly and

curiously, merely to see what is said. One may read it for interest alone; one may read it with a wish to study any one of the various qualities of its composition and finally one may read it to digest and assimilate it and make it part of one's mental strength and power. This latter way is the sort of reading that leads to literary proficiency and to skill in writing, and it is immensely helped and encouraged by memory lessons.

With regard to poetry in particular and to the more mighty sorts of prose to commit a passage to memory is one of the best ways of thoroughly digesting its meanings and its beauty. Indeed, in a certain sense, the study required to commit to memory is a true process of mental digestion and one may assimilate by it the utmost one is capable of taking from the passage. Bacon's famous simile in which he declares that some books are to be merely tasted, other chewed and swallowed, and some few thoroughly digested is luminous here. The best way thoroughly to digest a passage of literature is to commit it intelligently to memory. Surely we must have experienced this in our own student days. What are the passages of literature that we appreciate most, most remember, and recall with most delight? Are they not those which we were compelled to commit verbatim to memory and which therefore recur to us in quiet or in stirring moments and have grown into the very fiber of our mind and heart? The more thoroughly we have memorized it, the more deeply we have appreciated a passage or a poem and conversely when we most thoroughly and deeply absorb and digest a passage it is very likely that in whole or in part it has grown into our memory.

Now student days are the time of times for thus enriching and strengthening the memory with noble verse and memorable prose. The memory is, then, wonderfully flexible and plastic, what we learn when we are very young grows deep into the roots of the mind and abides there even to our later years. Those who have reached middle age can say from experience how easily they forget what has been recently memorized, but the passages, the phrases, the poems, the expressions which they learned by heart at school they never can forget. These are dyed into and woven with the very fabric of the memory.

This surprising permanence in the memory of what we have learned in early youth points very emphatically to the need of careful and wise selection of both the prose and poetry which we give the children to memorize. The memory is not a selective faculty. It will seize hold of and perpetuate the good, the indifferent, and the bad, with equal ease. When we give to a child a bit of prose or verse for memory lesson, we are casting into the clear pool of its mind either a dull pebble or a clear gem which will abide there for a lifetime. The child will recall, year after year, what we have chosen for its memory lesson, and if we have made a poor and unwise choice, its memory will be burdened by some bit of trashy or indifferent prose or verse that will help to make its standards lower and its style, it may be, less pure in after days.

On the other hand, if what we give the child to memorize is excellent and exquisite, even though it be a bit above its present power to comprehend, memory will recall the lovely thing in after years and its mature powers of intellect and appreciation will dwell with delight on the gem which, unappreciated and unknown, it got from its careful teachers in the days gone by. In giving memory lessons, we bestow on the child's maturer years an inheritance of feeling, imagination, thought and expression which will make it richer or poorer for all time. There is a great need, therefore, of careful selection of memory lessons for children, and they should be chosen by expert, highly trained teachers with a fine critical appreciation and a full knowledge of what is best in literature. The gems that are thrown into the child's mental treasury must be of the first water, well cut and perfectly polished and not a miscellaneous helter skelter of good and indifferent of true and counterfeit, jumbled together merely at the taste of an untrained individual.

The choosing of memory lessons for a child should be the work of the loving thought and care of many highly-educated teachers working together, and we suggest that it may be possible for this review to call for suggestions on the point, and get Catholic teachers to send in those selections which they consider best suited for memorizing by the child and most in accord with the high standard which we have endeavored to trace out. All this may seem hypercritical and aiming at an impossible standard, but it is not so. The wealth of English literature will furnish

abundant material of the very sort that we require for all the memory lessons we care to give our children. The best and purest of the poets; the best flowerings-out of great English prose in the pages of masters, the loveliest sentiments and most perfect diction which our tongue is heir to; these are none to good for the white mind and clinging memory of the child. Besides, the child which has well stored in its memory a copious abundance of such excellent and exquisite gems of thought and expression will in some way be fortified against the great intellectual and moral weakness of the day, that muddy mediocrity which comes from the miscellaneous reading of good and bad together and which is as much a symptom of over-eating and bad digestion in the intellectual order as a muddy complexion is in the physical line.

The memory lesson should then be constantly and freely given once a day, and the child should be obliged to memorize as part of every-day routine, some excellent English selection. There will be complaining and moaning at first, especially if the students have not been used to that sort of exercise, but their memories have a wonderful facility and they will surprise us after a few weeks of training by the ease with which they memorize even difficult passages. We remember one class which was especially outspoken in its complaints at the many memory lessons given. They sighed when they had to commit to memory whole poems and paragraphs. But after they had graduated and gone out into the world one of the boys wrote us something in this fashion.

"I want to express my thanks for the many memory lessons we were made to take. I did not realize then what I was getting, but now I find that every new instance and experiences keeps bringing to my mind beautiful and appropriate passages which are a delight to think of because they are so fine in themselves and express so beautifully just what I am thinking and feeling."

Finally, the function which the memory exercises in helping to the appreciation of literature is too much disregarded. We should remember that before books were invented the great masterpieces of old were carried in the memory of men and the first literature was memorized, not written down. To have the very words of a great poem or a great passage of prose fixed in one's memory is still the surest way to digest and appreciate it. And the fine sentiments, the perfect vocabulary, the apt phrases will reproduce themselves to some degree, in our own writing if we have thoroughly assimilated them by memorizing. But the question thus raised of the study of an individual piece of poetry or prose is too large for this paper and requires to be treated by itself.

"Hallmark of the Parochial School."

Rev. Charles O'Donnell, C.S.C., Ph.D., the well known poet of Notre Dame University, who is a chaplain in the army, writes from Italy as follows:

"My labors have been light: Mass every day in a different place, confessions, communions, almost daily some, and beads at night when I can get the men. Excellent and well-instructed Catholics, these boys are. The hallmark of the parochial school is on them all. . . . and I have become certain that this same little parochial school is, in the Providence of God, just about the corner-stone of the Church."

Masons Wars on Parish Schools.

The September number of the New Age Magazine, the official organ of the Supreme Council of Scottish Rite Freemasonry, says, editorially, on page 407, that among the things we will get out of the war:

"In the domain of education will come noteworthy changes. The efforts of the government to co-ordinate the various educational plants of the country for war purposes will result in the establishment of a national department of education, with a secretary occupying a seat in the President's Cabinet."

Mr. A. G. Higgins writes on "Disloyalty in America," on page 425, and asks:

"Why do we not proceed to make the country wholly democratic by requiring all to attend public schools until they are at least ready for high school. In the developing age of childhood, loyalty and patriotism should be taught, and the only place to do that is in our public schools, and no child should be allowed to attend any other."

Editorially, in the October number, page 450, this organ of Masonry declares:

"It is, it seems to us, the unquestionable and inexpugnable right of the State to supervise the early education of all persons who may at some time be called to the administration of its affairs; and it is the duty of every true American citizen to see to it that the public schools are maintained inviolable, free from all sectarian enemies and influence. Finally, brethren, it is our firm conviction that no person should be eligible for any position of trust or profit under the United States or under any state, unless the said person is a product of the public schools."

ORAL TESTING, THE FIRST PART OF THE RECITATION.

F. J. WASHICHEK, A. B. LL. D.
Academic Dept. McGill Institute, Mobile, Ala.
(Thirteenth Article of the Series)



PROF. F. J. WASHICHEK

To the average, inexperienced, untrained teachers the recitation may not at first sight appear to be made up of parts. To them it seems to be a continuous process working through a certain period of time. The parts involved may not appear to be operating at separate intervals or they may be called into activity in such rapid succession as not to be separately observed. This, however, does not mean that the recitation is an inseparable whole. Seen or unseen the whole recitation, like the whole of anything else, is greater than any of its parts and equal to the sum of all its parts. Good teaching demands that the teacher should know these component parts or phases and their aims, content and results.

In its broadest sense the recitation is an exercise in which the teacher tests, teaches, trains and assigns school tasks through which the pupil acquires knowledge power and skill. As such the recitation resolves itself into the three T's, testing, teaching, training plus a fourth less important yet necessary part—assigning.

The very etymology of the term recitation which is derived from the Latin *re* meaning again and *citare* to say would indicate that in the literal sense the first part of the recitation is testing. In reciting the pupil tells what he knows of the lesson which in reality is a test of his knowledge since the teacher can judge his knowledge, power or skill only by what the pupil can express or do. Doubtless the use of the term recitation as a testing exercise originated from the old practice of having pupils to repeat the words of the text book as a proof of their knowledge. A few years ago most of the teaching exercises above the lowest primary grades were literal recitations, memorized recitals of the words of the text books. Teaching, broadly and properly speaking occupied a small place in school work. As a result teachers were then chiefly disciplinarians and lesson bearers and pupils learned but little more than the words memorized. Testing of course was used to extremes. It produced undesirable results which later revolutionized our methods of teaching so as to emphasize the teaching part of the recitation in its broader sense.

Although this over-emphasis of testing of former times produced serious educational losses it must not be thought that testing has no value as a school exercise. Properly applied it is beneficial to both teacher and learner. Its purpose is to reveal the results of instruction, drill and study. As such it is a necessary part of efficient teaching, the inspecting eye and ear of the educative process. Without testing the teacher is unable to judge the pupil's educational progress which he should know step by step. No lesson can be skillfully and successfully taught without a knowledge of the teaching results as they are obtained. Testing not only discloses these results but also directs and energizes the teaching.

As already stated the purpose of the test is to reveal the results of teaching drill and study through which the pupil should acquire knowledge, power and skill. Each of these desirable, mental attainments is tested by its own means. Knowledge is tested chiefly but not entirely adequately by oral expression. The mere verbal expression of knowledge is not always proof conclusive that the pupil understands what he expresses verbally for pupils may and often do repeat accurately facts which they do not comprehend. Consequently in testing knowledge by verbal expression the pupil should be led to use such language as will disclose beyond doubt that he understands what he says. Often this is a difficult task which may be made easier by the teacher's application of the tests so that the pupil can not meet them with a mere recital of words memorized indeed but not understood. The only exception to this rule would be the test of mere memory rather than the knowledge of important dates, quotations, poems, etc., and even then it is advisable that the pupil understands as well as remembers them.

(Continued on Page 374)

NEWS NOTES OF INTEREST.

Brother Leo Bertrand, who has spent the last thirty years in a French Monastery, was robbed in the Grand Central Station, Chicago, Ill., of a purse containing \$540 in American money and some French bank notes.

"What is a pickpocket?" he asked when a policeman tried to explain. "I do not feel angry," he said. "I shall pray for him."

Indications that the Government intends to continue a modified form of the Students' Army Training Corps are contained in a communication to St. Mary's College, Oakland, Cal., from the committee on education and special training of the War Department.

The Government plans include the maintenance of a two years' course in military training, at a minimum of three hours a week, as a prerequisite for graduation on the part of the enrolling students. The Government will detail an officer who will serve as military instructor, and will supply the uniforms and other equipment, and, after the members have taken two or more years' work in the R. O. T. C., pay the subsistence.

Approximately 2,000 of the Sisters of the archdiocese of Philadelphia were engaged in caring for the sick in the hospitals and residences during the influenza epidemic. They were called into the homes of the rich and poor.

The Jesuit College of St. Francis Xavier in Cincinnati will now admit women in its Department of Commerce and Sociology.

Plans for the Christian Brothers' College to be erected in St. Louis, Mo., have been completed and sent to Rome for approval. Construction of the building will be launched next spring and will be completed within a year. The site comprises ten acres. The estimated cost of the building, exclusive of the site, is \$250,000.

The recently consecrated Bishop of Detroit, Msgr. Gallagher, and the 386,000 Catholics of his diocese, propose this coming year to build a new cathedral to cost \$2,000,000, a preparatory seminary and to increase the churches and parishes from 55 to 100. Also to found an industrial home for boys, a receiving home for children and to build central high schools.

English Catholics are contemplating the erection in London after the war of a great church in commemoration of peace and victory.

In reply to a request from the National Catholic War Council ten tuition scholarships — five in freshman and sophomore, and five in junior and senior years in college, have been offered by Rev. James McCabe, S.J., the president of the St. Xavier college at Cincinnati, O., for wounded French soldiers, whom the French government contemplates sending to this country for the purpose of completing their education in American colleges.

The influenza epidemic was no bar to high school teachers in Lincoln county, Kansas, conducting classes. They proceeded to conduct their classes by correspondence instead of in the classrooms. The plan was a decided success, the teachers declare.

A resolution naming as Joan of Arc Park the strip of land on the east side of Riverside Drive extending from Ninety-second to Ninety-fifth streets, New York City, where the statue of Joan of Arc stands, has been passed.

The Jesuit Fathers of the Province of Toulouse, to whom the Diocese of Trichinopoly was given and who conduct there a flourishing first grade College with over 1,000 pupils, have taken over the St. Gabriel's High School, Madras. St. Gabriel's High School, late St. Mary's College, was established in 1839 and is an Indian school.

The Immaculate Conception Academy of Belleville, Ia., is again showing signs of life after a long and terrible siege of influenza, nearly the entire teaching staff and student body suffered from the disease, all the Sisters and boards have sufficiently recovered to be up and about.

The greatest indignation has been aroused in Rome by the news that the Germans before leaving Belgium utterly destroyed the magnificent pontifical printing establishments. The machinery and everything else of value was carried off. Whatever remained was burned. The Holy Father had personally intervened to save these establishments as being pontifical institutions. He had been assured that no harm would be done.

The Catholic Women's Association of St. Louis, at the annual meeting of the board of directors, voted to establish a hotel for working girls somewhere in the downtown district.

The vatican organ has denied a current rumor that the pope intends to go outside the vatican. No pope has been outside the vatican boundaries since 1871. This is in protestation to the spoliation that occurred at that time.

The Church of St. Gervais, Paris, which was wrecked by a German shell on Good Friday, when some hundred persons were killed and a like number injured, was opened recently. The choir, the transept, the triporium of the great nave are now restored sufficiently to permit of service once more within them. By the pulpit a partition crosses the nave and rises to the vaulted roof isolating that part of the church struck by the shell in which the work of restoration is still incomplete.

Father John B. Henkeer, pastor of St. John's Church, New Brunswick, Ill., suggests that our Catholic children should be induced to say a little prayer in common, daily to ask God's blessings upon the Catholic press of the country. A Jesuit Father in Canada also has suggested prayer for this intention.

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The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
Member of The Catholic Press Association.
445 Milwaukee St. MILWAUKEE, WIS.

JANUARY, 1919

Illiteracy among adults in New York State is expected to disappear in a few years under the new plan of education. The new act provides that minors between the ages of fifteen and twenty-one must attend a day or night school. The law provides that night schools must be opened in cities and rural districts for the instruction of illiterates.

The best thing of the peace celebrations in our American cities was noted in the New York papers—hundreds of people dropping into St. Patrick's Cathedral all through the afternoon for a few minutes' prayer and thanksgiving before the altar. There were no services and no bell called the people together. It was a spontaneous, sincere manifestation of the better Christian spirit.

The parochial school and the Catholic college have ever enjoyed the enviable reputation of being character builders. By seeking to implant and in a large measure actually implanting the seeds of virtue, they lay the foundation for all true character. Character, furthermore, is so necessary for citizenship and for every other phase of life, that any system of education which neglects this all important element must go wide of its mark. This necessity and the success achieved by our schools in meeting this need, afford ample justification for our parochial school. Should it fail in every other effort, it would nevertheless find sufficient excuse for its existence in its necessity as a character builder alone.

Increasing knowledge will doubtless lead to changes of which we scarcely dream; but in the meantime wisdom demands that each use what insight and power is given him to educate himself and to help others.

Of the generous New Year greetings sent the editor of The Journal, we quote the following: "Somehow or other when a thing is started well it ends well. Moral: Don't forget that New Year smile!" There is wisdom in this terse saying.

That 12 per cent of the working children of Milwaukee are absent from their work each working day; that 76 per cent of this is due to illness, 60 per cent of which is preventable, is the statement made by Dr. George P. Barth, director of public hygiene in Milwaukee's schools. Dr. Barth is strongly opposed to permitting children to be employed without being medically examined.

Daily, evidence of Catholic school efficiency appears in the press. Catholic pupils are everywhere carrying away the first prizes for essays and compositions. In connection with this it is delightfully refreshing to see the old folly of the inefficiency of the primary Catholic schools so forcibly refuted these days. It carries the certain assurance that the day of their complete and final triumph is approaching.

Did you observe the National Week of Song last year? If you did, it will not be necessary to urge you to prepare for it this year any more than to remind you that the Week is that one in February in which Washington's Birthday occurs. This year it begins Sunday, February 16th, and ends Saturday, February 22nd. If you did not observe the event last year you missed a decidedly enjoyable event, as everyone who did observe it will tell you.

For the information of those who may not be wholly familiar with the purposes and plans of the National Week of Song, we will state that it is a movement in the interest of community singing. Its primary purposes are to waken and develop love for singing and for songs of the better sort, also by singing the best of the national, patriotic and folk songs to cultivate a true civic and national spirit that will bind us closer as a people.

Pays Tribute To Nuns.

The following wonderful tribute to nuns has been paid by John Sherman, a former vice-president of the United States:

"To me the Catholic Sisterhood seems to be one of the strongest proofs of the existence of a hereafter. I speak not as a member of the Catholic Church, or a sectarian, or a member of any religious belief. Those noble women have given up all that they have in the world—their wealth, their homes, their hearts, their lives—and have devoted all their energies and entire attention to the rearing of others' children, to the guiding of youths and to the turning of mature minds to loftier sentiments, with no

hope whatever of any reward, except that which they hope for in the great beyond. There is no more potent demonstration of the existence of God than the work of the Sisters. All praise, all honor to the great army of the Catholic Sisterhood."

Physical Education of Essential Importance.

A review of State educational legislation of the past two years shows a remarkable advance in the status of physical education. Never in the history of this country has there been such remarkable growth. The demand for expertly trained and competent teachers of physical training exceeds the supply by a greater margin than ever, and this demand will inevitably increase with the better organization and operation of physical education in the eight States in which these laws have been recently enacted. It is inevitable that other States will follow their lead and that physical education within the near future will become a requirement in every State in the Union. Furthermore, a movement for Federal legislation in the interest of physical education is definitely under way, and the time may not be distant when our National Government will contribute to the support of physical education in the States.

Praises Catholic Schools.

A non-Catholic, Hon. Mr. Wells, the president of the Isaac Pitman Shorthand Writers Association, speaks highly of our Catholic Schools.

"I also want to pay tribute to the Catholic teachers," he said. "I examine the papers and award the certificates all over Canada, the United States and the West Indies, and I can truthfully say that the work done by the Catholic schools is far superior to that of public schools. There is a reason. The teachers of the ordinary public schools—I hope I shall get home safely after saying so—are prompted to work by the consideration of the state of their envelopes on payday, while the Catholic Sisters have nothing to look forward to but the results they get after their hard work."

Plan to Return Children to Classes.

With the view of inducting children of school age to keep on with their studies instead of going to work, a "back-to-school" drive has been started by the Children's Bureau of the Department of Labor. The drive will be conducted through the child conservation section of the Council of National Defense, and committees will be appointed in each of the 281,000 school districts of the country.

Investigations of the Children's Bureau have shown that large numbers of children are leaving schools to take advantage of the high wages now being paid, instead of studying to train themselves to fill the many skilled positions available. The drive has been planned to counteract this tendency.

Recognizing that the wages of children are needed in many cases to supplement the family income, arrangements have been made by the bureau with the Red Cross to help the child stay in school.

FOR LINCOLN'S BIRTHDAY—FOR WASHINGTON'S BIRTHDAY

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can find in the inspiring presence of this beautiful Emblem of Victory the inspiration for dozens of lessons in American Patriotism and American Ideals. It also affords your pupils the opportunity to become familiar with the victorious flags of the Allied Nations and with the faces of 12 of the great War Heroes of the World, all of which are included with this Wonderful Emblem. Your own school need not be without it when it can be had without cost.



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of this emblem is the special device in connection with the shield by which in a moment's time you can remove the picture of President Wilson and display any one of the eleven other War Heroes shown, all of which are included with this emblem. These 12 artistic pictures are all accompanied by biographical sketches, affording occasion for 12 separate lessons in Current History, giving the pupils an acquaintance with their lives and a familiarity with their faces of the men who have changed the World's History.

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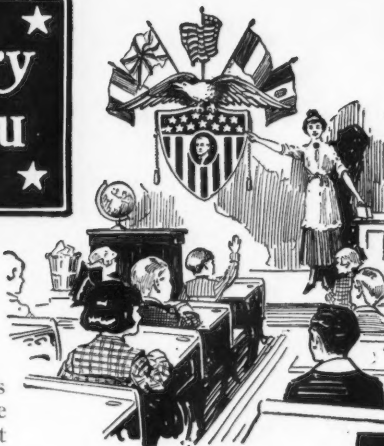
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The Catholic School Journal

PICTURE STUDY

Mrs. Annie Smith Ninman, Formerly Art Department, A. and M. College, Stillwater, Okla.

THE PAINTING "SCHOOL IN BRITTANY" AND THE ARTIST, GEOFFROY

Far across the waters, in the land where warring nations have wrought sorrow and devastation, is France. In France are many little repatriates, boys and girls, who, as war orphans, sickened and starved, their little minds and hearts and bodies shaken with the cruelties of war, are to be found. Huddled in dirty cellarways or wandering from post to post, these little French lads and lassies are found by war workers. Many homeless waifs of France, with terror mirrored in their eyes, but with trustful yearning in their hearts, are gathered together by those who give aid—sisters of the Catholic faith and tireless workers of the Red Cross society. In schools the children are placed and there are taught to forget the misery and the hurts of the war; are taught to cry no more for fathers who have been killed in the great war and are taught to forget the enemy whose rough hands snatched and dragged them from their mothers' sheltering love and care.

In France, before the war, there were to be found in every village of 500 people, two schools, one for boys and one for girls, for boys and girls did not attend the same school or study under the same instructor. Today, in France, these little one-room schools are to be found in basement rooms of houses, the roofs and walls of which have been shattered by the shells of the enemies' guns. Again, a school is often held in a stable and, when possible, many schools are directed in the out of doors. A group of sixty boys or girls will form a school and, as in the days before the war, boys and girls of all ages are to be found in the class. In the schools for repatriates, the children's bodily ills and hunger and thirst are first taken care of and sanitation taught. Lessons covering the rudiments of reading, writing and number work follow, and a great deal of handwork which keep the little minds and fingers of the children occupied. Knitting, sewing and the making of all necessities needed by their suffering playmates form the handiwork of the children.

In the painting, known as "School in Brittany," the artist Geoffroy has pictured the story of a quiet, peaceful school room and of trustful, serious little students. The little children pictured have not been driven from their homes by a warring country, but have gone willingly and obediently to their class room. The little girls are the children of peasants, who are those who farm the country side and labor with other duties.

The painting, picturing little French girls in school, was painted in 1891. The artist, Jean Geoffroy, was a very rich man, who lived contentedly in a small house outside of the big city of Paris. Close by his home was a school and Geoffroy, who loved little children and liked to watch them at their play and at work over their studies, often visited the school. The pupils of the school, with their sad, serious little faces, were always glad to welcome their visitor who was well known to them. Geoffroy often took a number of the children to his home where, with crayons and paint brush, he would make sketches of them, telling stories, often pathetic, sometimes humorous, but always truthful. Geoffroy liked boys as well as girls and frequently visited the school for boys. The lads, in their quaint little smocks, appealed to the artist, as did the little girls in their clean, white caps and neat collars and big wooden shoes. One of Geoffroy's paintings shows the interior of a boys' school just as his painting, "School in Brittany," pictures a girls' school.

For our own children in America the painting of the French school is a quiet, restful story to be read by them. The restful middle tones and the strong darks in the picture have a quieting effect, holding together the many little bright spots such as the caps and collars

and aprons worn by the children. The school room itself is orderly, which means that it is also restful and that one can be at peace with one's neighbors and with one's self. The long school benches placed in rows and the older girls sitting behind them so studiously at work on their lessons give a feeling of order, of balance, of unity of thought and purpose. The maps and pictures placed on the school room wall are orderly in arrangement, just as the windows in a house are placed. A large empty wall space to the left of the picture is good for the school children's tired eyes to find rest and in the painting gives a harmonious quality or that of pleasing relation of all parts of the picture. This interior setting, representing a school room, is used by the artist to tell his story of children in school. The background helps those who look at the painting to find the centered interest, which the artist Geoffroy has placed in the group of children gathered about the teacher, who smilingly and untiringly aids the children in their recitations.

There are many little stories of interest in the painting to be read in the faces of the little girls who form the center group. All who look at the painting will know the stories told. The very small girl who stands by the teacher is reading, in a bashful, hesitating way, the words from the open book of the teacher; the older girl tells of her willingness to say the catchy words for the younger reader and the third little girl looks admiringly at her teacher from whom she seeks inspiration. The taller girl in the picture watches carefully and knowingly her printed page, while clinging to her is the small child grasping nervously her little apron, fearfully awaits her turn.

For rest, from the pictured details in the group of children, the artist has directed the eyes of the observer to fall on the two tiny children sitting so quietly with folded hands. These children look happy and peaceful and contented in their nearness to the kind instructor. They are too small to join in the studies of their older sisters, but they are very patient, as all little children should learn to be.

The Story of the Artist

Geoffroy is of interest to those who know his painting, "School in Brittany." Jean Geoffroy was born in 1853, in Marennes, Charente-Inferieure, France. As a boy he was a pupil of many artists, among them was Adam, who is known for his painting, "The End of the Day." Geoffroy was a member of the Society of Artistes Francais and received many medals for work exhibited. One of his paintings hangs in the Luxembourg Gallery in Paris. As an artist he is known as a pictorial artist, a painter of portraits and genre. Genre painting is the presenting of life in its different aspects—everyday life at rest, at play and at work, such stories of life that all might read.

Geoffroy's pictures do tell stories—many stories—which are so well told by him that it would not be necessary to print their names below the pictured thoughts. In the picture stories told by Geoffroy, there is ever present much human interest, which is manifested in the attitude and in the facial expression of every figure represented. In the painting of "School in Brittany," each child is acting unconsciously and in absolute sincerity—there is not to be found one trace of posing on the part of the children. For the little folk, Geoffroy portrayed a lively human interest and sympathy and interpreted their moods, sometimes humorous and often profoundly pathetic.

Among Geoffroy's paintings, which are interpretative of child life, are those known as

- "First Lessons.
- "Future Scholar."
- "Sewing Lesson."
- "Visiting Day in Hospital."



SCHOOL IN BRITTANY

Jean Geoffroy

Suggestive Plan for Study of Picture

Picture study is a form of language expressing a thought by its setting, by its action portrayed and the story idea. The unity of all is the completed expressed thought or picture.

- a. Picture Subject.
How told? Setting; action and thought.
- b. Picture Setting.
Country? Children of France; schools of France.
Interior? Word meaning? Picture meaning? Artists telling of interior?
Atmosphere. Word meaning? How shown in the picture? Elements used; orderliness; restfulness; neatness; quietness and attentiveness.
- c. Picture story as told by the artist.
Attitude? Word meaning? Picture meaning? Artist's representation? What is the attitude of

the teacher? How expressed? Of pupils in group of children nearby? Of the two tiny children in the corner? Of the older girls at the benches? Expression. Word meaning? Art meaning? Artist's expression?

Tell the stories as expressed in faces of the children. How did the artist know these stories? How told by the artist?

- d. Picture Painter.
Name of artist? Where lived? Painter of genre.
Word meaning? How represented by artist?
What phase of life is found in his painting of school children?
- e. Picture Lesson Thought.
Sympathy for the children of France.
Interest expressed by children for the war orphans.
Spirit of sacrifice, of brotherly love and of charity developed.

THE READING LESSON

Mental Preparation for the Reading Lesson

Purpose in a reading lesson is closely related to the matter of mental preparation of the pupil for the lesson. There are several ways of giving pupils a stimulated, thoughtful, mental attitude toward the reading lesson whether it be an oral or a silent lesson. However, the value of any particular way depends upon its intelligent use by the teacher. She must have in mind a definite purpose and use the method that in her opinion will carry the pupils in the direction of that purpose.

1. The teacher may give the idea of the story to the class in her own words, or a part of the story, leaving the climax to be discovered in the reading.
2. The teacher may tell a similar story or describe a similar situation or experience or ask pupils to do this after the reading.
3. Pupils may be asked to select the passage that they prefer to read aloud.
4. The teacher may read for the class a peculiarly difficult passage, making plain by simple explanation or by interpretative reading the meaning of the difficult words, or of the passage as a whole.

These and other ways of preparing the minds of pupils to read intelligently, i. e., with a definite purpose or a "problem," should establish the thoughtful habit in all reading. Many test lessons should be given to discover whether or not pupils are, independently of the teacher, using their minds as well as their eyes in their reading.

It is evident that the teacher cannot thus put her pupils in the attitude toward a reading lesson which will make the lesson of real educational value to them without preparation on her own part. She must have a definite idea of the purpose of her lesson, of her method of procedure and of the content of the selection. This does not mean that she must have a written plan always, but she should have an intelligently thought out plan or the lesson will amount to little. The reading lesson should be something more than a desultory rest period.

The following is from "Special Method in Reading," by Dr. C. A. McMurtry:

"In the assignment of the lesson the teacher has a chance to give the children a glimpse of the pleasure that awaits them. This should be done briefly. . . . If it is historical, locate the time, place and geographical setting. . . . Sometimes it pays to spend five or ten minutes in attacking the difficult words. Let the class read on and discover words or phrases that puzzle them. Let difficult forms be put on the board and syllabicated if necessary. A brief study of synonymous words and phrases may be in place.

"Skill, originality and teaching art are much needed in the assignment. It is not how much the teacher says, but the suggestiveness of it, the problems raised, the questions whose answers lie in the examination of the lesson.

"It is a mistake to decline all helpful and suggestive study of the next lesson in class, on the ground that it invalidates the self-activity of children. . . . Self-activity is not encouraged by requiring children to struggle with obstacles they have not the ability to surmount."

New Words and the Dictionary

A teacher in any grade may profitably study the methods of the first grade teacher of reading. If it is possible, pupils should discover for themselves the pronunciation of a new word (1) by discovering a familiar word in the new one, and then adding suffix or prefix; (2) by recognizing a familiar phonogram and building on either side the sounds of vowels and consonants. This discovery of pronunciation is impossible, however, if ability to pronounce the element is absent.

Children often lack courage to attack a new word, when they have the requisite knowledge. This timidity will grow, if teachers do not work against it. Much time will be saved and much reading power will be developed if all children are trained to pronounce a new word as well as they can, but to pronounce it. Any mistake that may be made will reveal the exact point at which help is needed—accent, a particular syllable, syllabication, etc., and the help can be given quickly and educationally.

There are three ways of finding out the meaning of a new word: (1) From some one else, (2) from the dictionary, (3) from the context. All three ways are valuable and each should be used. For practical purposes the last way is the one most generally used by adults, and should be used freely in school. The second way should be used in school, beginning possibly with the fifth and not later than the sixth year. It is the most cumbersome method of finding out either the pronunciation or meaning of a word; but, on the other hand, the dictionary is so useful a tool that its use should be systematically taught. The unintelligent and undirected use of the dictionary is a cause of great waste of time. The words which are looked up in the dictionary should be carefully selected. The reading lesson gives perhaps the best opportunity for the effective use of the dictionary, for, unlike the words in a spelling book, in the reading lesson the words are in context and pupils are thus guided in the selection of one of various meanings that may be given.

A dictionary of the "academic" size is desirable for seventh and eighth year pupils, but the smaller dictionaries have been much improved in the latest editions. None but the latest editions should be purchased.

Drills

In all subjects of study those things that are to be fixed in mind must be repeated again and again. In reading the matters needing this repetition relate to the instantaneous recognition of words, to pronunciation, to

(Continued on page 358)

DRILLS, GAMES AND EXERCISES

Lucia May Wiant, Former Supervisor of Expression, Dayton, Ohio

BLEKING



One of the easily learned folk games and one of the most popular with young children, as well as those of more mature age. It is a Swedish game and takes its name from one of Sweden's most beautiful provinces. It must be played with much vigor and, of necessity, with absolute precision, or entire effects of game are lost. Game may be played in lines or circle as space permits. (1) Measure one. Take partner's hands; hop on right foot and left heel, extending left foot and arm (Fig.

1). Change feet and arms. Measure 2. Three hops, twice as quickly as in measure one, finishing with a hop on right foot and left heel.

First movement thru eight measures.

(2) Starting position for second movement (Fig. 2): Outside foot touching floor, arms raised high and hop two times as in (Fig. 3). Two times as in (Fig. 4). Observe carefully that arms are swung high from side to side thru eight measures. Play game three times.

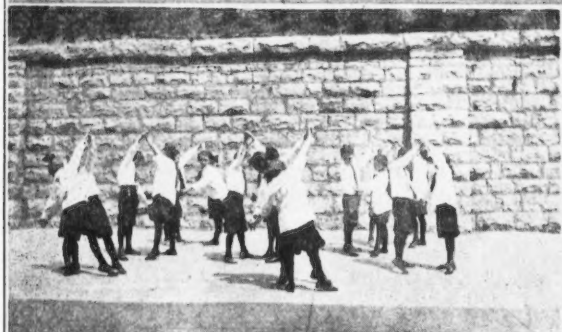
1



3



2



4



Showing Positions and Steps in the Bleking Game

RELAY GAMES

Medicine Ball Relay

Players of each team form in file at six-foot intervals. Number one (or the front rank) passes the ball back between the feet which are spread well apart; this pass continues to the extreme rear of the line, when the last player picks up the ball, runs to the front of the line carrying the ball and starts the passing again between the feet. The second player from the rear of the line should be indicated by leaving his hat on or tying a handkerchief around his arm. When every player has made his pass and has started the passing and finished the run, this marked player takes the ball and runs to a mark or line five or ten yards in front of the various files, the team whose man arrives there first being the winner of the contest. There are a number of variations of the medicine ball relay. Three are listed.

Down and Up Relay

All players spread legs. First player in column passes medicine ball (stick, stone, hat, shirt, handkerchief, etc.) back between legs to the next player who passes it on. When the last player in the column has received it, he calls "down"; the players lie down and permit the last player to run forward astraddle the other players to the end of the column. The other players quickly rise and the object is passed back between the legs until all have carried it forward.

Medicine Ball

All players face front. At word "Go" the ball is passed from player to player until it arrives at the end of the line, the last player bending over, touching the ground with the ball, rising and passing back in the same manner to the first player who touches the ball to the ground.

Medicine Ball

Players in file pass the ball overhead, each player handling the ball. When the last player gets the ball he runs with it to the front of the line and passes the ball back. Continue until every player has made the run and passed.

Hop Stick Relay

Players form into files of about 20 each. The rear player, carrying a broomstick or similar stick, runs to the front of the line, dropping one end of his stick to number one, who grasps the other end. These players run with the stick in a horizontal position at knee height so that every one in the line has to jump over the stick. When every one has jumped, the first player, carrying the stick, takes his place in line at the end of the file. The player who was in the front of the line continues running until he arrives at the front of the line again, giving the end of the stick to number three. These two repeat what the first two have done. Continue until every one has run with the stick.

Leap Frog

Players form in files. Players next to the end of the line have some distinguishing mark. The first player jumps over all the other players, and then takes his place at the end of the line. The last player runs to the end of the line and repeats what the first has done, and so on until the player indicated by mark has leaped over every one in front.

Caterpillar Race

Players form into two ranks. Two players from each rank face each other astride a broomstick, run about 15 yards and return, one running backward and the other running forward. Number one drops off, his place being taken by number three, and so on until all have run.

Rescue Races

There are several modifications of carry-rescues. The best seems to be the one in which number one carries number two to a given point, and number two returns with number one, keeping this up until all have carried and been carried. Another is the one which places half of the players on a certain line, the remaining players running down and picking them up in order, number two starting as soon as number one has arrived with his load.—Junior Red Cross Teachers' Manual.

FLAG DRILL

Let the children make exhibition numbers out of their daily physical work. The following drill was thus worked out. It may be used with fourteen children, or any number obtained by adding four at a time. Each child carries a flag; 6x11 inches is the best size. Any good march may be used.

1. March on stage single file, carrying flags in a vertical position, hands resting on hips. Form in open order in four rows, the second and fourth rows having one more than the first and third.

2. Mark time, four counts; turn to right on two counts; mark time, four counts; rest, four counts.

3. Right arm downward stretch and back to hips, four counts; repeat with left hand; alternate arms downward stretch, four counts; right arm stretch, and as it is coming back to position on hip, left arm stretch (making a "see-saw" motion or swing), four counts; both arms downward stretch, four counts. (Be sure flags are in a vertical position.)

4. Arms upward stretch, using the same order as in downward stretching.

5. Arms sideward stretch, using the same order as in other moves.

6. Right arm in oblique position forward, right foot forward, girls looking at the flag, four counts; feet and arms change, four counts; repeat.

7. Rest, four counts; cross flags above head, four counts; cross flags with girls next on either side, four counts; repeat; back to position and rest, four counts.

8. On right knee, kneel, at the same time crossing flags above heads, four counts; rest in this position, four counts, repeat, using left knee.

9. Back rows flags above heads, cross; at same time two front rows, kneel as in move 10; rest, four counts.

10. Astride, jump, crossing flags above heads, double time, sixteen counts.

11. Mark time, double time (on toes). Turn and march off stage double time with flags held high above heads.—Junior Red Cross Teachers' Manual.

THE READING LESSON

(Continued from page 356)

enunciation, to speed, to voice quality, etc. Special exercises, adapted to the nature of the end to be desired, must be devised and be of a sort to give variety of use and to maintain interest. Teachers' manuals and textbooks are so rich in suggestions for these drill exercises that no list is given here.

In general, it is best to divorce these drills from the reading lesson proper, so that the continuity of thinking may not be broken. The teacher will discover during the reading the drill needs of the class and of individuals. Pupils should also be trained in selecting the matters that need review and drill as revealed by their own reading.

While the drill exercises are best separated from the actual reading, there is danger that these exercises may become mechanical repetitions, that they may become isolated from application and that they may be given only because they are "on the program." A teacher who allows herself to use drill exercises in this way misses the educational purpose of them and her pupils receive from them little value.—Bulletin New Jersey State Department of Education.

THE NEW YEAR

"Now, what is that noise?" said the glad New Year.
 "Now, what is that singular sound I hear?
 As if all the paper in all the world
 Were rattled and shaken and twisted and twirled."
 "Oh, that," said the jolly old earth, "is the noise
 Of all my children, both girls and boys,
 A-turning over their leaves so new,
 And all to do honor, New Year, to you."

—Selected.

STORIES WITH SEATWORK IN READING, LANGUAGE DRAWING AND HANDWORK

By Laura Rountree Smith

WHAT THE FLAG KNEW

(Book rights reserved)

Little Tommy Tittlemouse sat alone in his little wee room, staring at the American flag on the wall.

He said: "I love your stripes and stars and know everything there is to know about you."

The Flag blew a little as a breeze crept in the window, and sang softly—

"The breeze is swaying me to and fro;
Come, little boy, tell me what you know."

Tommy Tittlemouse said: "Why, why, why; I know about Betsy Ross and the first flag, of course, and I always carry you on Flag Day and recite poems about you."

The Flag sang—

"Oh, little boy, come tell me soon,
Why is Flag Day the fourteenth of June?"

Tommy sat very still, for he could not answer that question.

He did not know that the Flag was officially adopted on June 14, 1777, and that we have celebrated Flag Day in June ever since.

Then the forty-eight stars in the Flag began to twinkle, twinkle, twinkle, and the Flag said—

"Dear little boy, wherever you are,
Do you know your state? Do you know your star?"

The forty-eighth star twinkled harder than the rest, for the little boy lived in Arizona, and that star stood for Arizona. He did not know that the star in the lower right hand corner was for Arizona. He did not know everything there was to know about the Flag!

He began to hum softly the state song of Arizona, "Hail to Arizona, the Sun-Kissed Land."

The Flag waved again gently and said in a sing-song kind of way—

"Little Mr. Know-It-All
Is not a proper child at all;
So will you take a trip with me
Over the land and over the sea?"

Tommy Tittlemouse could never tell quite how it happened, but he was caught up in the folds of the Flag and went sailing over the housetops—away, away, away—until they came to a camp and saw a whole regiment of soldiers.

They were saluting the Flag at the "Color Line."

Tommy Tittlemouse caught the strains of "The Star Spangled Banner," and the Flag said: "See, beside me, the Flags of the Regiment; the Infantry, Artillery, and Cavalry all have their own flags."

These flags looked very gay, fluttering in the breeze.

On the stripes of the special National Flag that the regiment carried there was something written.

"Do wait and let me read what is written on the stripes," said Tommy Tittlemouse.

He read the names of battles on the stripes of the flag.

There were the names of five battles.

This showed that the regiment had been in five battles already.

Tommy Tittlemouse said: "Dear me; I never dreamed that there was so much to learn about flags."

The Flag said—

"Just wait till the Navy Flags you see,
For many sights wait you and me."

Then away, away, away they sailed until they came to a great vessel.

The sailors were saluting the Flag.

Two ships were saluting each other on the sea.

They lowered and raised their flags for salute.

The Union Jack was seen, and the President's Flag.

The last mentioned Flag meant that the President of the United States was on board.

If the Secretary of the Navy had been on board, still a different flag would have been seen.

Then some sailors began to signal by flags, and Tommy Tittlemouse clapped his hands and said—

"Who's for the Flag?
Ho! for the Flag on land and sea,
With its wonderful life in History;
There's a song that's old but ever new
In the folds of the red, and white, and blue.
Who's for the flag?"

Then a mighty song arose in the air, and this is what was heard—

"We're all for the Flag!
We all salute the ancient bars,
The flag of glorious stripes and stars;
No other flag can with ours compare—
The red, white, and blue gleams everywhere,
We're all for the Flag!"

Then the Flag whispered—

"The flags of the Allies are now unfurled
O'er land and sea, o'er the wide, wide world."

Tommy Tittlemouse said as he saw the flags of the Allies in the distance—

"So many flags with stripes and stars,
But never a flag in the world like ours."

The Flag said—

"Can you name the flags, come tell me true,
That have colors red, and white, and blue?"

Tommy Tittlemouse said: "Dear me, dear me. Are there really other flags bearing our colors?"

The Flag continued as tho he had not heard the question—

"Are there any flags as well as ours
Decorated with great white stars?"

"Stars, stars," said Tommy Tittlemouse. "How little I really do know about the flags! Has the flag of Cuba one or two stars? Has the flag of Panama a star?"

Then the most wonderful thing happened.

The flags of the Allies came and surrounded them.

They all talked at once, saying: "What a wonderful year! What an opportunity for us to meet! How many beautiful flags there are in the world!"

The elephant on the red flag of Siam spoke so loudly he could be heard above the rest—

"I carry my trunk wherever I am,
Says the Great White Elephant of Siam.

"Oh, oh," cried Tommy Tittlemouse. "Do speak one at a time. Do let me see your beautiful colors."

Then the Flags said—

"We will sing our songs for you,
Little boy with the flag red, white, and blue."

Then the Flags sang the National Songs of their countries one by one.

The red sun on the Flag of the Sunrise Land shone brightly, and the white star on the Flag of Liberia twinkled and sang—

"Red, white, and blue are my colors, too;
You will know my flag wherever you are.
A pretty flag with a field of blue,
And in the field a single star."

The forty-eight stars in the American flag twinkled brightly at that, and sang—

"Salute the banner of the free,
Red, white, and blue; red, white, and blue;
The flag that stands for liberty—
Red, white, and blue; red, white, and blue."

The stars in the American flag sang more softly, and the light grew dimmer and dimmer; and Tommy Tittle-

mouse rocked more and more gently to and fro in his own little red rocking chair at home.

The Flag was still swaying in the breeze.

Tommy Tittlemouse rose and stood at attention.

He saluted the Flag and said—

"O Flag with stripes and stars unfurled,

You're the bonniest Flag in the wide, wide world."

The Flag still had a few more words to say, and it whispered—

"A new flag, a true flag,

In windows everywhere;

A new flag, a true flag,

The service flag is there."

Sure enough, a service flag was hanging in their window at home, and one was displayed at school, and one was hanging in the street.

All these things set Tommy Tittlemouse to thinking, and he said: "I hope the Flag will always talk to me."

He studied about army and navy flags next day, and he said: "How much I have to learn!"

All this time the American Flag swayed gently to and fro, singing of its colors red, white, and blue.

SEAT WORK BASED ON THE STORY

Copy the story from the blackboard or from cards. Hektograph the story and pass out on cards for the children to read and copy. Number the cards.

Cut and paste Tommy Tittlemouse, his room, and everything in it. Make the American flag with great care; color it. Copy his first remark to the flag, and the flag's reply.

Why do we celebrate Flag Day on the 14th of June?

What do the stripes and stars stand for? Which star stands for Arizona? Which stands for your own state?

What is the state song of Arizona? What is your state song?

Why was Tommy Tittlemouse called "Little Mr. Know-It-All"?

Where did he travel with the flag?

How many soldiers are there in a regiment of infantry? (3,000 men.) How many in a battalion? (1,000 men.)

Draw, or cut and paste, soldiers for a regiment and their camp. What is meant by the "Color Line"? (The rifles are placed near the camp with the flags; all who pass this line salute.)

Draw and color the flag on a booklet; cut double. Write one verse of "The Star Spangled Banner" inside.

What can you tell about the flags of a regiment?

The Infantry have a blue flag.

The Artillery have a red flag.

The Cavalry have a yellow flag.

What was written on the stripes of the Regimental National Flag? In how many battles had the regiment taken part?

Draw, or cut and paste, a great vessel with sailors upon it. Tell how ships salute. Draw and color our flag, the Union Jack, and the President's flag. Has our President been on a vessel lately? If so, what flags were displayed on that vessel? (Consult "Our Country's Flag," by Holden.)

What do you know about signaling by flags?

Make a booklet from a circle, cut double. Draw and color our flag upon it. Inside copy the verse, "Who's for the Flag"? Write the verse on the board from memory.

Draw and color the flags of the Allies. (Consult "The Red Cross Magazine," January, 1918.)

Which of the flags of the Allies have colors red, white, and blue? Which flags have stars?

Cut and paste the Elephant on the flag of Siam. Mount it on a red background. Write beneath it the words the elephant spoke.

Look up, and name the national songs of the Allies. Learn to recognize them when played.

Write a short sketch of the history of "The Star Spangled Banner."

The flag of the Sunrise Land represents what country?

What flag has a single star in the field of blue?

Copy the verse and color this flag.

Copy the verse sung by our own forty-eight stars.

Cut and paste Tommy Tittlemouse standing at attention. Cut and paste the flag he saluted. Copy his remarks and the flag's answer.

Draw and color a service flag with a single star.

What do the stars mean in the service flag?

Write a short description of presenting a service flag to a school or town.

Flags are used as weather signals. Learn about them.

Tell the colors of weather flags and what they mean.

Make a set of weather flags for a chart.

Study and write briefly the history of our flag from the beginning to the present time.

Read and discuss "A Man Without a Country."

Dramatize the Flag Story orally and in writing.

Add to it, making every one of the flags of the Allies speak. They may tell something of the country for which they stand.

Introduce a Sailor Song when displaying flags of the navy.

Learn many National Songs to give in your play.

Give a Flag Drill and Patriotic Recitations.

Make a booklet; cut all the pages the same size.

Call your booklet the "Flag Book."

Outside draw and color the American flag; inside, write the story briefly from memory.

Draw and color the flags of the Allies. Under each flag write the words of their National Song.

Let your book grow day by day and write many interesting things in it about flags.

Copy in your booklet all the verses of "The Star Spangled Banner," and the best patriotic poem you can find.

THE SONGS THAT MAMMY SANG ME

(The lines quoted from familiar songs in each case may be sung or recited. The effect is heightened if they are sung.)

When the hearth fire roars and the winds loudly scold,
And I muse in my armchair o'er stories untold,
It is then once again with my head on her knee,
That I hear the old songs that my mammy sang me:

"The old oaken bucket, the iron-bound bucket,
The moss-covered bucket that hung in the well."

What a fund of devotion her songs would impart
How they rang full of joy from the depths of her heart;
As I peer in the vaults oped by memory's key
I list once again to the songs she sang me:

"My bonnie lies over the ocean,
My bonnie lies over the sea,
My bonnie lies over the ocean,
Oh, bring back my bonnie to me."

As the fragrance of roses remains in the dale,
When the blossoms have long since succumbed to the gale,

So the songs that in childhood my mammy sang me
Have enthralled me in bondage no power can free:
"Just a song at twilight, when the lights are low,
And the flickering shadows softly come and go;
Though the heart beats weary, sad the day and long,
Still to us at twilight comes love's old sweet song."

Though her voice often quavered, its tremulous tone
Was endowed with a beauty and charm all its own;
And she sang the old songs as they ne'er have been sung—

Through the passage of time have their melodies rung:

"Home, home, sweet, sweet home,
Be it ever so humble, there's no place like home."

How I love those old songs, love them each, one and all,
And the spirit of each holds me close in its thrall;
But the song of them all that is dearest to me
Is the last song she sang e'er her spirit soared free:
"In the sweet by-and-by, we shall meet on that beautiful shore;
In the sweet by-and-by, we shall meet on that beautiful shore."

—William Edward Ross in National Magazine.

LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE

Carrie R. Starkey, Milwaukee, Wis.

[Stories should be read or told by the teacher to pupils, who in turn should retell the story orally. Those advanced enough may both retell and write the story. More advanced pupils may read the stories instead of the teacher reading them.]

HAPPY LITTLE SNOW FLAKES

"Come," said the little Snow Flakes, "Let's roll upon the hill, it looks so brown and barren and lies so very still." Out of the clouds they tumbled, a million flakes or more, and on the hill they landed, not far from Willie's door. When Willie woke next morning and saw the hill so white, he scarce could eat his breakfast for shouting with delight. "Now I can get my sled out and coast upon the hill. It looks just right for coasting," said happy Little Will. And so you see the Snow Flakes are very much like boys. They like to fall upon the hill, but THEY never make a noise.

THE SONG OF THE PINE TREE

"O-Ho," sang the merry Pine Tree, "This is the season I love best. When the other trees are stripped and bare, the birds come to me for shelter. Close to my heart they nestle, and I spread the mantle of my pine leaves over them to protect them from the chilling blasts and from the snow that falls from laden skies. Even when the snow falls upon my branches, it only serves as a blanket for the little creatures I am sheltering in my bosoms and they are kept all the warmer for the blanket of snow. When the storm stops, the squirrels come to dine upon my spicy cones and they keep up a constant clatter that drives away all loneliness.

"Oh the winter time is a happy time for me. I keep open house all the year and welcome the little friends of the forest while my neighbors are sleeping and dreaming of happy summer days.

"I make even the older folks happy. When they see my green leaves shining in the midst of snowy scenery, they call out to one another and say, 'How nice it is to see something green. It makes one feel as tho summer were coming.' Give me the happy winter time for company and for cheer," and the merry Pine Tree sang out her song of cheer and welcome to all who might listen.

OLD BEN WAS A FOOLISH OLD BIRD

Old Ben, the rooster, was a very foolish old fellow. He thought he owned the whole earth and he never tired of telling the hens in the chicken yard what an important old fellow he was. He thought his crowing was the loudest and best on earth, and all day long he strutted about the chicken yard telling how his loud crowing woke up the Sun. "If it was not for my crowing there would be no sunshiny days," he would tell his pet hen.

Every night he took his place in the hen house close to the east window. In the morning, as soon as the eastern sky began to turn red, he would hasten out of the runway and fly on top of the hen house. Here he would stand just beneath the weather cock and facing the east, he would crow and crow until the Sun came peeping up over the brow of the hill. Then he would strut about all day telling how he had awakened the Sun.

One day a new rooster came to live in the hen house and old Ben did not like him at all. The young rooster laughed at old Ben's stories and he told the hens that old Ben was crazy to think it was his crowing that awakened the Sun. That made old Ben very angry and he said to his pet hen, "I'll just show that young rooster that I know what I am talking about. Tomorrow I will not crow and he will see that there will be no Sun come up."

Next morning when old Ben saw the red glow in the eastern sky, he almost ran out of the runway before he remembered that the Sun was not to shine that day. The young rooster was awake and he looked up to see old Ben in his accustomed place on top of the hen house. He waited quite a while and when he saw that old Ben

was not coming out, he flew to the top of the hen house himself. Flapping his wings and looking towards the east, he crowed lustily, "Cock-a-doodle-do, cock-a-doodle-do, cock-a-doodle-do." Soon the Sun came peeping up over the brow of the hill and the young rooster thought the Sun winked his eye as he saw the young rooster in old Ben's place. Poor old Ben he never boasted of waking up the Sun again and when he flew on the hen house after that, his crowing was not so loud.

WHERE? O WHERE IS SNOWBALL?

Nellie had a little kitten that she called Snowball. This was a very silly name for this kitten because the kitten was as black as the coal in the cellar. But Nellie was a very contrary little girl, so she insisted upon calling her little black kitten Snowball. She and Snowball had lots of fun. They romped and played together every morning before Nellie went to school. When Christmas came, Nellie declared that Snowball should have a Christmas tree. Mother said it was very foolish to spend money for a Christmas tree for a kitten that knew nothing about Christmas. Nellie had some money of her own that Uncle John had given her to spend just as she pleased and so Nellie insisted it should be spent in buying a tree for Snowball.

It was a funny looking tree. Instead of toys and pretty ornament there were bits of bacon and liver, small pieces of steak and cheese, bags of catnip and a nice bright ball for Snowball to chase around the room. There were real candles on it and on Christmas eve Nellie lighted the candles, and taking Snowball in her arms, she carried the kitten into the parlor to see the tree. At first Snowball was dazzled by the lights. Soon she caught sight of a tempting bit of meat hanging from the branches and she bounded out of Nellie's arms and made a grab for the meat. In doing so she pulled the tree over, set it on fire and no doubt burned her fur by the candles. There was great confusion. Uncle John rushed to the rescue. He straightened up the tree, put out the fire and soon had order restored. Snowball had made a wild dash out of the room and how she got out of the house no one ever knew. When the confusion was over, Snowball could not be found and she has never been seen since. Nellie offered a reward to all the children in the neighborhood if they would find the lost kitten and bring her back. Children came every day bringing kittens of all sizes and colors, but Snowball was never found.

JACK FROST, THE GERM KILLER

Happy little Snow Flakes were riding close to the earth on a billowy snow cloud. They passed over the place where many little children live, expecting to find the children at play. Not a child was in sight and the Snow Flakes were greatly puzzled that none of the children were out playing.

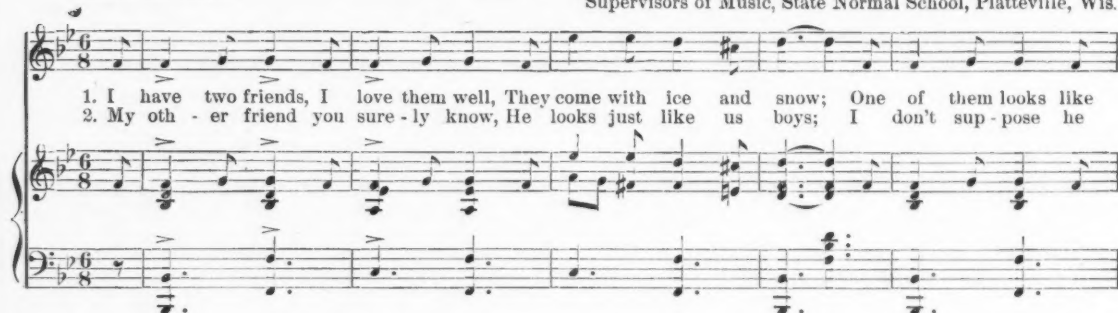
"Let us go down and see what is the matter," said one, and straightway several Snow Flakes flew into the yard and onto the window panes. Thru the windows they saw the many children and they were not playing. All were lying on their little beds and it was plainly to be seen they were sick. In the play ground where the children should have been, there was found a vast army of little things called Germs. Naughty little Germs that were just lying there waiting for the children to come out when they would attack them and make them all sick again. The Snow Flakes heard them telling what they would do to the children when they came out to play. The Snow Flakes were very much disturbed and asked each other what they should do to save the children.

(Continued on page 363)

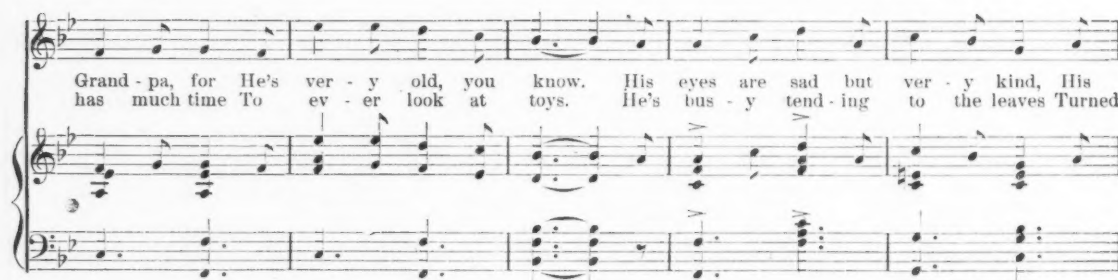
The Catholic School Journal

New Year's Song.

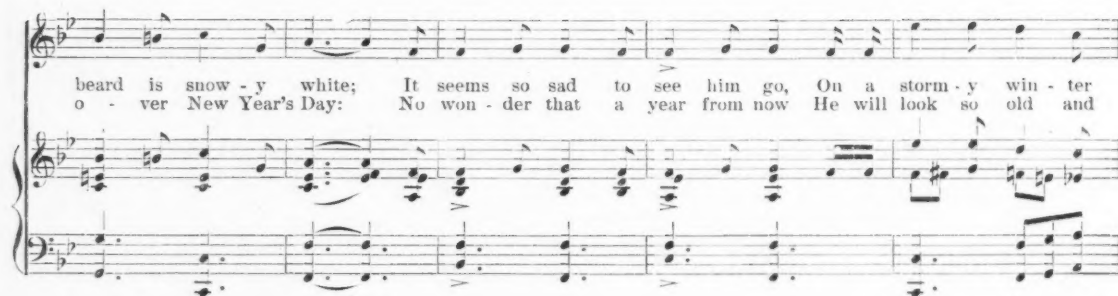
MARIAN MITCHELL.

CHURCHILL—GRINDELL,
Supervisors of Music, State Normal School, Platteville, Wis.


1. I have two friends, I love them well, They come with ice and snow; One of them looks like
2. My other friend you surely know, He looks just like us boys; I don't suppose he



Grand - pa, for He's ver - y old, you know. His eyes are sad but ver - y kind, His
has much time To ev - er look at toys. He's bus - y tend - ing to the leaves Turned

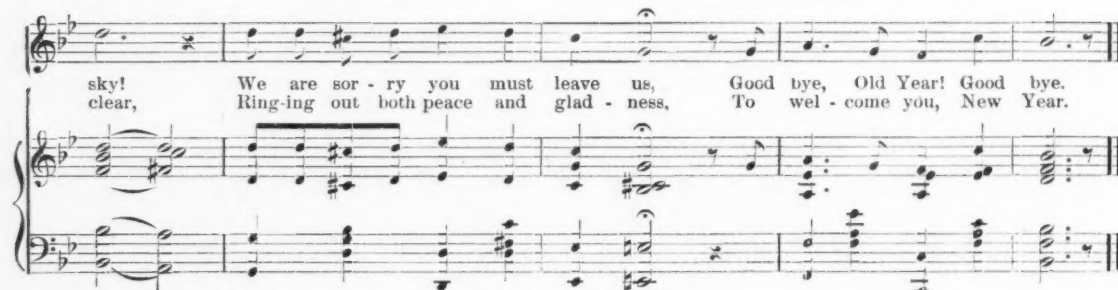


beard is snow - y white; It seems so sad to see him go, On a storm - y win - ter
o - ver New Year's Day: No won - der that a year from now He will look so old and

CHORUS.



night. Hear the sad bells soft - ly peal - ing, Out be - neath the win - ter
gray. Hear the glad bells gai - ly peal - ing, Out be - neath the sky so



sky! We are sor - ry you must leave us, Good bye, Old Year! Good bye.
clear, Ring - ing out both peace and glad - ness, To wel - come you, New Year.

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The Catholic School Journal

ELEMENTARY AGRICULTURE

BOYS' AND GIRLS' SHEEP CLUBS

Why not start a sheep club in your community? There are pig clubs, calf clubs, poultry clubs, garden clubs and canning clubs.

Sheep clubs are an opportunity for bankers, business men, county agents, fathers and mothers, and all to encourage the boys and girls, and at the same time create interest in an industry that is much needed—the raising of sheep.

The banker can do no greater good for a lad than to loan him money to buy a pair of good ewes and help the boy get in touch with the county agent to receive advice as to feeding and caring for his sheep.

Boys' and girls' sheep clubs will do much to create sentiment that is needed against prowling dogs.

A community with twenty-five boys and girls with a pair of good ewes each will have to keep its dogs where they belong.

Boys who early in life learn to successfully care for sheep will develop characteristics that will be valuable, no difference what they may pursue later in life. The best sheep farmers today are the men who learned to care for sheep when they were boys. Start Sheep Clubs!—From "A Bunch of Sheep on Every Farm," international Harvester Co.

HELPS FOR TEACHING.

The chief function of the work of this division is to furnish agricultural information as to the subject matter, method of instruction, and plans and courses of study for administering the same. This is done mainly along the following lines:

Co-operative work with the Federal Board for Vocational Education and the U. S. Bureau of Education in a series of investigations.

Co-operation with the states in preparing courses of study in agriculture for elementary schools.

Co-operation with the teacher training forces by helpful publications, visits, lectures, conferences, loan of illustrated lectures, and correspondence.

Co-operation direct with the teacher in the field by furnishing lantern slide lecture sets, information concerning source of helpful materials and the utilization of community surveys, instruction connected with home project work, use of publications, and solution of local problems.

This division will furnish free of charge to any teacher requesting the same, the following material:

1. Classified lists of department publications arranged for the use of teachers (all the publications of the U. S. Department of Agriculture arranged and classified under the various divisions of agricultural instruction.)

2. Lists of agricultural texts and reference books classified for secondary schools.

3. Classified lists of texts and reference books on elementary agriculture and nature study.

4. Lists of teachers' professional books classified.

LITTLE STORIES

(Continued from page 361)

Back to the billowy cloud they flew and told the other Snow Flakes all about it. "Let us send for Jack Frost," they said, "Jack Frost can kill them every one." So up to the North Land they flew and begged Jack Frost to come down and kill the army of wicked Germs that were hiding in the children's play ground.

We all know how fond Jack Frost is of killing things, and he got ready in a hurry. That night when all were sleeping, a great battle took place on the play ground, and Jack Frost, single handed and alone, killed off the whole army of Germs. Then the Snow Flakes came down and covered up the dead Germs. The children soon got well and before many days were playing in the play ground and none ever knew what a great battle had been fought on their play ground.

5. A list of best books on rural life.
6. A suggested library for home makers.
7. List of sources of pictures useful in teaching elementary agriculture and nature study.
8. Sources of projection apparatus, slides, etc.
9. List of dealers in agricultural and other scientific apparatus and supplies.
10. List of sources of maps, charts and models.
11. List of exhibits furnished to schools.
12. A series of documents on phases of secondary instruction in agriculture.
13. Leaflets on how teachers may use certain farmers' bulletins.
14. Lantern slide lecture sets loaned free by this division (a series of 18 lectures on various topics in agriculture, and methods and plans for teaching same.)
15. A suggested library plan for arranging, classifying, and using an agricultural library in a school or in a home.

Address Alvin Dille, in charge of Agricultural Instruction, States Relations Service, U. S. Department of Agriculture, Washington, D. C.

LESSONS CORRELATED WITH AGRICULTURE.

Language lessons—Supervise the writing and sending of seed orders. Have the pupils write out their records and report with care, making clearness of statement the first aim. Have copies made of some of the best reports and keep them with the files of agricultural literature. Have members of the class write invitations to adults requesting them to attend the contests. Have careful reports made of each new process taken up.

Arithmetic—Practice making invoices, checks, receipts, and other commercial forms involved in farm business. Compute garden areas and lay out to scale the space for each variety of vegetable. Use problems based on egg sales, cost of marketing, and net income. Use the figures obtained in milk testing, compute value of butter fat per hundred weight of milk and total value of milk if 30 cents per hundred weight is allowed for skim milk. Get the milk records of some of these cows and compute total income. If possible, get feed records and combine these with the other problems.

Geography—Add a district survey map covering the practice in seed testing, also in raising good seed. Have pupils look up the origin of the various seeds used in the district for garden and field crops. Should more seed be raised at home? Which of these crops grow wild in milder climates? Which garden crops would it pay to raise for near-by markets? Investigate the demand and the supply of these things which the club members of the class plan to raise. Carry this investigation to cities as far distant as shipment could be made. What unfavorable conditions of soil or climate may prevent the success of some club projects?—Bulletin 281 U. S. Department of Agriculture.

BEAUTIFUL EMBLEM OF VICTORY

The Greenfield Art Association has had a genuine happy inspiration. It is producing and distributing to schools a striking and beautiful Emblem of Victory four feet high. An illustration and description of this is shown on page 179 of this issue, and our object here is to direct your attention surely to that page. The illustration is very graphic and the description very clear, still we do not believe both together can set this Emblem forth in your mind's eye in any degree as it would appear in the eyes of your pupils with its red, white, blue and gilt, its eagle with outstretched wings, and its many flags. It would not only be an ornament to your schoolroom, and an object of beauty, but far and beyond this, a standing lesson in patriotism and an inspiration to the highest loyalty. But there is still more to it, in the presentation of lessons or talks upon the personages whose pictures are furnished with it, and upon the countries whose flags form a part of it.

BIRD STUDY FOR JANUARY

THE AMERICAN SPARROW HAWK

William Dutcher in Audubon Leaflet

Description

Adult Male.—General aspect above bright rufous; top of head bluish slate with rufous crown patch, which varies very greatly in size in different individuals: a series of large black patches commences under eyes and extends to back of neck; back barred with black, in some birds profusely, others very slightly, sub-terminal broad band of black on tail, followed by white tip; outer feathers of tail and sometimes others marked with black and white, showing conspicuously from below; wing, upper part bluish, more or less spotted or barred with black, long quill feathers black, inner web barred with white, showing conspicuously from underneath; under parts varying from almost white to deep buff, more or less spotted, with black on sides and belly; throat white.

Adult Female.—General appearance above rufous, very heavily barred with black; head like that of male, showing similar individual variation; wing, long quill feathers, black spotted on upper surface with rufous, but showing silvery, barred with black, from below; underneath, whitish, heavily streaked with brown, varying in shade from pale to very dark.

The variation in the pattern of plumage of the Sparrow Hawks is very remarkable, making it extremely difficult to accurately describe the species. In a large series of specimens, hardly any two birds are exactly alike in detail.

Size.—Male, from end of bill to end of tail varies from 8.75 to 10.50 inches; the female is larger, varying from 9.50 to 12 inches.

Nest.—Is in a cavity of some kind; a hole in a tree, either natural or the work of some Woodpecker, and, where trees are not available, a hole in a sandstone cliff or in a clay bank.

Eggs.—Usually from three to five, which vary in color from clear white to buff or cream, spotted, blotched, marbled, or sprinkled with shades of walnut brown, chestnut, cinnamon, rufous and ochraceous in varying patterns. "Scarcely any two sets are exactly alike." (Bendire.)

Distribution.—The Sparrow Hawk is found in all parts of North America, from Great Slave Lake southward to northern South America. West of the Rocky Mountains a slightly different species is recognized, known as the Desert Sparrow Hawk, and in Lower California is still another species, called St. Lucas Sparrow Hawk; however, for the purposes of this leaflet but one species is described. The actual difference between the three species is so very slight that only the most expert and critical ornithologist can observe it; the layman can see no difference in the plumage, and as the habits of all are the same, and all deserve protection, consideration as separate subspecies is not necessary at this time.

The Sparrow Hawk is the smallest of the North American Hawks, and is also our most beautiful species, as well as being one of the most beneficial. Its name is singularly inappropriate, as it in no way resembles a Sparrow in form or habits, nor does it eat them to any serious extent. If it could be renamed at the present time, it might very properly be called the Grasshopper Hawk, because it destroys such enormous quantities of these destructive insects. The only species that the Sparrow Hawk can be confused with is the Pigeon Hawk or the Sharp-shinned Hawk. While it is always somewhat difficult to recognize some birds while flying, or even while at rest, yet it may be done by a careful observer, and it should be done in the case of the Sparrow Hawk because of its great worth and entire lack of harmful qualities.

The large amount of chestnut color on the back and tail of both sexes of the Sparrow Hawk is a strong dis-

tinguishing mark, the Pigeon Hawk and Sharp-shinned Hawk being much darker.

Below, the Sparrow Hawk presents a much lighter effect than the two other species, which are heavily barred or streaked underneath. The length of the wings is another very marked point of difference in the Sparrow Hawks. When the Sparrow Hawk is perched with wings folded, they reach nearly to the end of the tail, while the wings of the Sharp-shinned Hawk fall far short of it. The flight of these small Hawks differs quite materially, the Sparrow Hawk being much given to hovering in the open, when it will drop to the ground with a not very rapid motion and seize its humble game of a grasshopper and fly back to a perch and eat it.

The Pigeon Hawk and Sharp-shinned Hawk make a few rapid wing-strokes and then sail for some distance. The Sparrow Hawk hunts and perches in open places, while the Sharp-shinned Hawk confines itself to the woods and thickets, perching in a tree where it may be hidden. The note of the Sparrow Hawk is "Killee, killee, killee," which, once heard, will always serve to distinguish this species from the two others with which it may be confounded.

Another very excellent means of identification of the Sparrow Hawk, if seen at or near its nesting site, is the location of the nest; if it is in a hole of any kind it is almost sure to belong to a Sparrow Hawk, while if it is a nest built of sticks and other material in the branches of a tree it is equally sure to be the nest of a Pigeon or Sharp-shinned Hawk.

As the Pigeon Hawk is not often found breeding within the limits of the United States, the tree nest, if found south of the Canadian border, will very likely be that of the Sharp-shinned Hawk.

These several distinguishing marks are given with the earnest hope that farmers, sportsmen and others who, in the past, have killed all Hawks, will in the future spare the Sparrow Hawk, owing to its great value to agriculture. When in doubt regarding the identity of a small Hawk, give the benefit of the doubt to the Hawk, and refrain from killing it, for you may thus spare a valuable bird, belonging to a species that during every twelve months renders service to the agricultural industry of the country that is far beyond computation, but if measured in dollars and cents would reach to very high figures.

This appeal for protection of the Sparrow Hawks, and the statements as to their value, would be worthless if they could not be supported by facts.

In the exhaustive report on this species, made in 1893, by Dr. A. K. Fisher of the United States Department of Agriculture, will be found indisputable facts that prove the absolute value of this Hawk as a grasshopper and rodent destroyer, and, on the other hand, will show how little harm it does.

Three hundred and twenty stomachs were examined, which had been collected in widely separated parts of the country, and in all seasons of the year. In only one stomach was found remains of a game-bird (it also contained 29 insects). This fact shows that the sportsmen have no excuse for killing a Sparrow Hawk, as it certainly does not molest game-birds. Fifty-three stomachs contained remains of other birds, the species being one that lived on or very near the ground. In almost every instance the stomachs of these 53 Hawks contained, in addition, insects or rodents of some kind. Eighty-nine birds had been eating mice of some species, while 24 Hawks had been eating other mammals, reptiles or batrachians. Two hundred and fifteen birds had been eating insects of various kinds, largely grasshoppers, crickets, beetles, caterpillars, etc. A stomach of a Hawk collected at Lockport, N. Y., in August, contained 30 crickets; another, collected in Dakota County, Nebraska, in July, contained a gopher and 38 insects; another, from

Cedar County, Nebraska, in August, contained 35 grasshoppers, 24 crickets, 1 dragon-fly, and 2 spiders; a West Virginia bird had eaten 25 grasshoppers, 10 katydids, and 10 crickets; an Alabama bird, late in November, had eaten 25 grasshoppers, 5 crickets, and 2 larvae; while another, in February, had eaten a cotton rat.

Dr. Fisher summarizes as follows: "The subject of the food of this Hawk is one of great interest, and, considered in its economic bearings, is one that should be carefully studied. The Sparrow Hawk is almost exclusively insectivorous, except when insect food is difficult to obtain. In localities where grasshoppers and crickets are abundant these Hawks congregate, often in moderate-sized flocks, and gorge themselves continuously. Rarely do they touch any other form of food until either by the advancing season or other natural causes the grasshopper crop is so lessened that their hunger cannot be appeased without undue exertion. Then other kinds of insects and other forms of life contribute to their fare; and beetles, spiders, mice, shrews, small snakes, lizards, or even birds may be required to bring up the balance.

"In some places in the West and South telegraph poles pass for miles thru treeless plains and savannas. For lack of better perches, the Sparrow Hawks often use these poles for resting places, from which they make short trips to pick up a grasshopper or mouse, which they carry back to their perch. At times, when grasshoppers are abundant, such a line of poles is pretty well occupied by these Hawks. In the vicinity of Washington, D. C., remarkable as it may appear to those who have not interested themselves specially in the matter, it is the exception not to find grasshoppers or crickets

in the stomach of the Sparrow Hawks, even when killed during the months of January and February, unless the ground is covered with snow. It is wonderful how the birds can discover the half-concealed, semi-dormant insects, which in color so closely resemble the ground or dry grass. Whether they are attracted by a slight movement, or distinguish the form of their prey as it sits motionless, is difficult to prove, but in any case the acuteness of their vision is of a character which we are unable to appreciate.

"Feeding on insects so exclusively as they do, it is to be presumed that they destroy a considerable number of beneficial kinds, as well as spiders, which they find in the same localities as the grasshoppers. However, examination of their stomach contents shows the number to be so small, compared with that of the noxious species, that it is hardly worth considering.

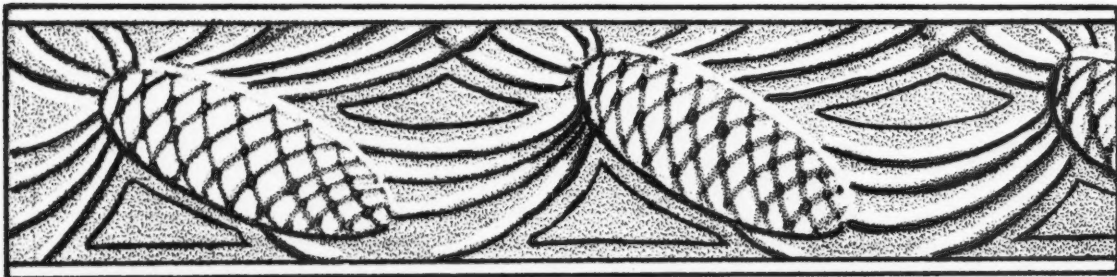
"In the spring, when new ground or meadow is broken by the plow, they often become very tame if not molested. They fly down, even alighting under the very horses for an instant in their endeavor to capture an unearthed mouse or insect."

Study Points for Teachers and Students

Where is this Hawk found? Does it remain in your locality in winter? If not found in your locality in winter, when does it arrive in the spring? When does it leave in the fall? Is it rare or abundant in your section? What harm to agriculture is done by grasshoppers? By crickets? By mice and other rodents? How can you distinguish the Sparrow Hawks from Pigeon Hawks and Sharp-shinned Hawks? Give some reasons, based on your personal observations, why the Sparrow Hawk should be protected.

JANUARY BLACKBOARD BORDER

Etta Corbett Garson



January is the white month when we can reasonably expect storm to succeed storm, keeping the out-door world enveloped in ice and snow. And, altho the whole month be stormy, still we will not find the days monotonous, for every storm is different and interesting. We have snow that falls when there is no wind and the air is quiet, then the great flakes descend so gently that they seem to pause and dance about in the air. These exquisite, soft, feathery crystals, when caught on a dark paper and examined carefully under a microscope, are all found to be flowery, geometrical shapes. They are all variations of the six-pointed star. The six points have points and these branch out into points. Of all the tens of thousands of these snowy stars that fill the air no two will be found alike. This sort of a storm makes a great white woolly mass that disguises all familiar objects, giving them strange new shapes and color. All paths, roads and fences are buried under the snow and the branches of the pine are burdened down under it. The snow serves as a protecting blanket for the earth, keeping the ground from excessive freezing and preventing a too rapid evaporation of moisture. So much air is intangled in this soft snow that coveys of

quail can be buried in it and remain warm and comfortable.

We have some storms that start when the wind is low and end with a high wind that drives the snow into every crack and crevice. Then great drifts are formed and we have, in miniature, a country of mountains, valleys, canons and gorges; and if the temperature should moderate ever so little this blanket of snow is wrinkled, convoluted and folded over like a fabric.

Then we have the storm, when little, hard pellets of snow beat a tat-too on our windows, then become rain, which freezes. Perhaps the most beautiful effects of all are seen when everything out of doors is incased in a thick, glistening coating of ice. Then the evergreens, bending under their weight of beauty, are like crystal Christmas trees flashing in the sunshine. If the strong branches of the elms and oaks in their silvery armor are blown about by a wind there is a great clashing of arms and often some monarch of the woods is badly broken. The old dead weeds become beautiful ferns, laced together with silver cob-webs. But when the seed pods are under this glassy cover it is hard times for the winter birds. For the seeds that remain

on some of the weeds, like the plaitain, ragweeds and wild carrot, furnish the only winter food for some of the winter birds. Even the birds, like the woodpecker and chickadee, that hunt the tree trunks for the eggs

of insects, find the coating of ice a real calamity. So the icy days are when we should not forget to throw out crumbs or grain for the birds.

January, with its snow, ice, wind and sleet, is our last real winter month.

RECITATIONS FOR LINCOLN DAY PROGRAM

February 12

HONORING LINCOLN

(Recitation for a tiny boy.)

When all the bands (1) are passing by,
And all the banners (2) wave,
I always think of Lincoln,
The noble and the brave,
And when each year his birthday comes,
Then all we boys (3) turn out,
And cry, "Hurrah for Lincoln,"
And wave our flags (4) and shout.
Motions.

1. Motion of beating drum.
2. Waving motion with right hand.
3. Point to classmates.
4. Same as 2.

—New Mexico Public School Anniversaries.

WHAT BRYANT WROTE OF LINCOLN

Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, didst bear
The sword of power, a nation's trust!

In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.

Thy task is done; the bonds are free;
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of a slave.

Pure was thy life; its bloody close
Hath placed thee with the sons of light,
Among the noblest host of those
Who perished in the cause of right.

LINCOLN AS SEEN BY MEN OF OTHER COUNTRIES

This man will stand out in the traditions of his country and of the world as an incarnation of the people and of modern democracy itself.—Henri Martin, France.

The humblest of the humble before his own conscience; greatest of the great before history.—Emilo Castelar, Spain.

Among my people his memory has already assumed superhuman proportions. He has become a myth, a type of ideal democracy.—Quoted from an Austrian Deputy by John Hay.

Lincoln—The Honest Man: Abolished slavery, re-established the Union; Saved the Republic, without veiling the Statue of Liberty.—Inscription on gold medal presented by the French people.

Lincoln, martyr to the broad principle which he represented in power and struggle, belongs to history and to posterity. Like Washington, whose idea he continued, his name will be inseparable from the memorable epochs to which he is bound and which he expresses.—Senor Rebello di Silva, Portugal.

Abraham Lincoln's proclamation of liberty to the slaves is the best known foreign document to the operatives of Lanchashire. Many a boy and girl can repeat it off-hand. I remember the government inspector of schools addressing our school of twelve hundred scholars once, and he asked the question: Whom do you regard as the greatest man outside of England? And a hundred voices shouted

in chorus, "Abraham Lincoln."—James E. Holden, in the Outlook.

AX DRILL—LINCOLN

(For boys dressed in overalls and coonskin caps, with axes.)

(Tune—Yankee Doodle.)

We're like Abe Lincoln was of old,
We all have little axes.
We're going to split our father's rails,
To help him pay his taxes.

Chorus

Split and splitter, O-O-O,
We'll split the rails so handy,
And make a pile about so high,
All fixed so neat and dandy.

If you have any rails to split,
We'd really like to do it,
We'd make them all so straight and nice,
You surely could not rue it.

Chorus

But now good-bye, we go to work,
We hear our fathers calling,
And if you listen carefully,
You may hear big trees falling.

Chorus

—New Mexico Flag Day.

CROWNING LINCOLN

(Four pupils march in, singing the following words to air, "America.")

We march with hearts so true,
Our tributes we renew
To heroes dear;
Their lives we emulate,
We crown them good and great,
Each year we celebrate
Their lives so dear.

(A pupil with a wreath of evergreens steps forward to the picture or bust of Lincoln.)

O Lincoln! Great and wise, and good,
Our gratitude to thee is due;
A man beloved and understood,
So just, so loyal, and so true!

Struggling, striving, pushing onward,
Ever doing what seemed best;
Guarding, guiding, planning union,
Peace, and love, and rest.

So now our Lincoln I would crown
With evergreens so fair;
And may his name forever live,
Our love for him declare.

All (with school) repeat—

And ever anew our hearts shall love
His glorious deeds, his life, his name;
And ever anew our voices sing
In loyal praise our hero's fame.

—The Progressive Teacher.

The Catholic School Journal

A PEACE PAGEANT

Willis N. Bugbee

An exercise for any number of boys and girls. Costumes to represent or suggest soldiers of England, France, United States, Belgium, and other Allies; also Red Cross costumes, etc.

SCENE

(Door yard of a French home. Claude and his grandmother are discovered seated.)

Claude—Isn't it lovely, grandma, that the war is over and Jacques and Pierre and Emilie will soon be home?

Grandma—Yes, my child, it is indeed wonderful to think that peace once more reigns over beautiful France.

Claude—Is it true, grandma, that the Americans won the war for us?

Grandma—It was all of the Allies fighting together, my dear, that won the war, but the Americans, God bless 'em, came just in the nick of time when all the rest were worn and weary.

Claude—And have the Americans paid their debt in full, grandma?

Grandma—Dear me! What debt do you mean?

Claude—Why, I heard the men talking about it the other day, and—

Grandma—Now I know—you mean, have they paid for what Gen. Lafayette did for them?

Claude—Yes—that was the name they spoke of. What did he do, anyway?

Grandma—It's a long story, my child, and some time I'll tell you about it—how he helped the Americans win their independence. They do say they never would have won it but for him.

Claude—And so now they've helped us to win our freedom.

Grandma—Yes, and the "freedom of all the world."

Claude—Then I shall love the "Star Spangled Banner" as I love the flag of France.

(Sound of drums in the distance.)

Grandma—Hark! What is the noise I hear?

Claude (looking up the street)—Oh, grandma, it's a lot of people with all kinds of flags a-waving, and they're singing and shouting. I think they're coming from the war, and the beautiful tri-color of France is ahead.

Grandma—And so it should, for they are marching on French soil.

Claude—Let's sit here, grandma, and watch the procession go by. Maybe Jacques and Pierre and Emilie will be with them. (The music grows louder.) Oh, see, grandma, there they are—all three of them.

Grandma—Yes, thank God, they are safe.

(Enter French soldiers, L, bearing French flag. They wave to grandma and Claude. All sing "The Marseillaise." After the song all leave stage at R.)

Claude—Oh, here comes the "Stars and Stripes." See! Isn't it a beautiful flag?

Grandma—Yes, dear, next to our own tri-color it is the most beautiful flag in all the world.

(Enter American soldiers and Red Cross maids singing "Star Spangled Banner." Leave at R.)

Claude—Now here comes another flag. See! It is the British emblem!

(Enter British, L. They sing "Rule Britannia" or "God Save the King." Pass off at R.)

Grandma—What is the next flag, my dear, I can hardly see the colors?

Claude—They are black and yellow and red, grandma. I know now—it is the Belgian flag.

Grandma—So it is—the Belgian flag. Poor souls! They have suffered more than we, and that is bad enough.

(Enter Belgians. They recite.)

First—"Red for the blood of soldiers,

All—Black, yellow and red—

Second—Black for the tears of mothers,

All—Black, yellow and red—

Third—And yellow for the light and flame
Of the fields where the blood is shed.

First—Red for the purple of heroes,

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Third—And yellow of gold, as we proudly hail
The spirits of the dead!"

(All pass off at R.)

Grandma—Now what can be this banner coming? You seem to know them all.

Claude—Yes, grandma, I have seen them coming and going so much that I've learned them all. It is the Italian banner.

Grandma—The "sunny sons of Italy."

(Enter Italians, L, who sing the Italian national song. Exit R.)

(Other nations may be represented by flags, national songs or poems. Among these may be Scotland, who sing "Scots Wha Hae With Wallace Bled"; Ireland, singing "Harp That Once Thru Tara's Hall," etc.)

Claude—Oh, grandma, look! They are all coming back again, and Jacques and Pierre and Emilie are with them. Let's go to meet them.

Grandma—Yes, let us welcome them home again.

(They step to front. Enter soldiers, who march around rear of stage, forming in semi-circle. Jacques, Pierre and Emilie stand at front with grandma and Claude.)

American Soldier—

"O fellow-citizens of storm-tossed lands,
War weary! Sounds the bugle note! Arise!
New steadfast standards wait your eager hands,
The Star of Promise orbs to meet your eyes.
Great kings must pass, that mankind may be free,
Beneath the banner of democracy!"

Second Soldier—

"Beyond the present, unimagined woe,
A glorious day is breaking o'er the earth;
As spring flowers blossom, after ice-bound snow,
The God of Gods shall bring new things to birth.
It is the dawn! Great forces are set free!
All hail the day! World-wide democracy!"

(All sing. See footnote for tune.)

"Years are coming, speed them onward!
When the sword shall gather rust,
And the helmet, lance and falchion,
Sleep at last in silent dust!"

Earth has heard too long of battle;
Heard the trumpet voice too long;
But another age advances,
Seers foretold in ancient song.

Years are coming, when forever
War's dread banner shall be furled,
And the angel, Peace, be welcomed,
Regent of the happy world."

CURTAIN

(The tunes of "Rule Britannia" may be found in "Song Patriot," price 15 cents, C. W. Bardeen, Syracuse, N. Y. Other tunes may be found in "Golden Book of Favorite Songs," price 15 cents, F. A. Owen Publishing Company, Dansville, N. Y.)

(Book rights reserved by the author.)

on some of the weeds, like the plaintain, ragweeds and wild carrot, furnish the only winter food for some of the winter birds. Even the birds, like the woodpecker and chickadee, that hunt the tree trunks for the eggs

of insects, find the coating of ice a real calamity. So the icy days are when we should not forget to throw out crumbs or grain for the birds.

January, with its snow, ice, wind and sleet, is our last real winter month.

RECITATIONS FOR LINCOLN DAY PROGRAM

February 12

HONORING LINCOLN

(Recitation for a tiny boy.)

When all the bands (1) are passing by,
And all the banners (2) wave,
I always think of Lincoln,
The noble and the brave,
And when each year his birthday comes,
Then all we boys (3) turn out,
And cry, "Hurrah for Lincoln,"
And wave our flags (4) and shout.

- Motions.
1. Motion of beating drum.
2. Waving motion with right hand.
3. Point to classmates.
4. Same as 2.

—New Mexico Public School Anniversaries.

WHAT BRYANT WROTE OF LINCOLN

Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, didst bear
The sword of power, a nation's trust!

In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.

Thy task is done; the bonds are free;
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of a slave.

Pure was thy life; its bloody close
Hath placed thee with the sons of light,
Among the noblest host of those
Who perished in the cause of right.

LINCOLN AS SEEN BY MEN OF OTHER COUNTRIES

This man will stand out in the traditions of his country and of the world as an incarnation of the people and of modern democracy itself.—Henri Martin, France.

The humblest of the humble before his own conscience; greatest of the great before history.—Emilio Castelar, Spain.

Among my people his memory has already assumed superhuman proportions. He has become a myth, a type of ideal democracy.—Quoted from an Austrian Deputy by John Hay.

Lincoln—The Honest Man: Abolished slavery, re-established the Union; Saved the Republic, without veiling the Statue of Liberty.—Inscription on gold medal presented by the French people.

Lincoln, martyr to the broad principle which he represented in power and struggle, belongs to history and to posterity. Like Washington, whose idea he continued, his name will be inseparable from the memorable epochs to which he is bound and which he expresses.—Senor Rebello di Silva, Portugal.

Abraham Lincoln's proclamation of liberty to the slaves is the best known foreign document to the operatives of Lanchashire. Many a boy and girl can repeat it off-hand. I remember the government inspector of schools addressing our school of twelve hundred scholars once, and he asked the question: Whom do you regard as the greatest man outside of England? And a hundred voices shouted

in chorus, "Abraham Lincoln."—James E. Holden, in the Outlook.

AX DRILL—LINCOLN

(For boys dressed in overalls and coonskin caps, with axes.)

(Tune—Yankee Doodle.)

We're like Abe Lincoln was of old,
We all have little axes.
We're going to split our father's rails,
To help him pay his taxes.

Chorus

Split and splitter, O-O-O,
We'll split the rails so handy,
And make a pile about so high,
All fixed so neat and dandy.

If you have any rails to split,
We'd really like to do it,
We'd make them all so straight and nice,
You surely could not rue it.

Chorus

But now good-bye, we go to work,
We hear our fathers calling,
And if you listen carefully,
You may hear big trees falling.

Chorus

—New Mexico Flag Day.

CROWNING LINCOLN

(Four pupils march in, singing the following words to air, "America.")

We march with hearts so true,
Our tributes we renew
To heroes dear;
Their lives we emulate,
We crown them good and great,
Each year we celebrate
Their lives so dear.

(A pupil with a wreath of evergreens steps forward to the picture or bust of Lincoln.)

O Lincoln! Great and wise, and good,
Our gratitude to thee is due;
A man beloved and understood,
So just, so loyal, and so true!

Struggling, striving, pushing onward,
Ever doing what seemed best;
Guarding, guiding, planning union,
Peace, and love, and rest.

So now our Lincoln I would crown
With evergreens so fair;
And may his name forever live,
Our love for him declare.

All (with school) repeat—

And ever anew our hearts shall love
His glorious deeds, his life, his name;
And ever anew our voices sing
In loyal praise our hero's fame.

—The Progressive Teacher.

The Catholic School Journal
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RECITATIONS FOR WINTER PROGRAMS

WINTER PLAYMATES

"Tell me, little snowbirds
In the leafless trees,
Don't you fear, these stormy days,
You will surely freeze?
Don't the cold winds ruffle
Downy coats and hoods?
Aren't you lonely and afraid
In the winter woods?"

"Lonely? When the snowflakes,
Merry little things,
Fly about with us like birds
On their silver wings?
How can we be lonely,"
Sang the chickadees,
"In the lovely winter woods,
With such mates as these?"

"Why should we the cold winds fear,
Though their breath is sharp?
Pleasant tunes they play for us
On the pine-tree's harp.
Spite of frosty weather
And the leafless boughs,
Gladder days we spend than you
In your sultry house.

"Ah, my little lady,
If you only knew
What delightful sport is here,
You would come out too.
Where's a playhouse fine as ours?
Who so blithe as we?
Come into the winter woods,
Come with us and see."
—Youth's Companion.

LITTLE MISS SNOWFLAKE

Little Miss Snowflake came to town,
All dressed up in her brand-new gown;
And nobody looks so fresh and fair
As little Miss Snowflake, I declare!

Out of a fleecy cloud she stepped,
Where all the rest of her family kept
As close together as bees can swarm,
In readiness for a big snow-storm.

But little Miss Snowflakes couldn't wait,
And she wanted to come in greater state;
For she thought that her beauty would ne'er be known
If she came in a crowd, so she came alone.

All alone from the great blue sky,
Where cloudy vessels went scudding by,
With sails all set, on their way to meet
The larger ships of the snowy fleet.

She was very tired, but she couldn't stop
On tall church spire or chimney top;
All the way from her bright abode
Down to the dust of a country road!

There she rested, all out of breath;
And there she speedily met her death;
And nobody could exactly tell
The spot where little Miss Snowflake fell.

—Selected.

LIBERTY FOR ALL

They tell me, Liberty! that in thy name
I may not plead for all the human race;
That some are born to bondage and disgrace;
Some to a heritage of woe and shame,
And some to power supreme, and glorious fame.
With my whole soul, I spurn the doctrine base,
And, as an equal brotherhood, embrace
All people, and for all fair freedom claim!
Know this, O man! whate'er thy earthly fate—

God never made a tyrant nor a slave:
Woe, then, to those who dare to desecrate
His glorious image!—for to all He gave
Eternal rights, which none may violate;
And by a mighty hand, the oppressed He yet shall save.
—William Lloyd Garrison.

A FUNNY OLD MAN

A funny old man passed by my door,
With his "grip" in his hand today,
On his arm he carried his best fur coat—
It was Mr. Winter, they say,
And who do you think followed close in his track,
As he went through our quiet old town?
Why, Miss May-flower, sweet in her little pink cap,
And young Robin in scarlet and brown;
And gay little Crocus, who laughed in her sleeve,
To think that he never would know
How near to his feet, as he traveled along
The birds and the flowers dared go!
—By Ellen Knight Bradford, in Little Folk's Magazine.

ONE BY ONE

(Concert Recitation)

One by one the sands are flowing,
One by one the moments fall;
Some are coming, some are going,
Do not strive to catch them all.

One by one thy duties wait thee;
Let thy whole strength go to each;
Let no future dreams elate thee;
Learn thou first what these can teach.

One by one (bright gifts from heaven)
Joys are sent thee here below;
Take them readily when given,—
Ready, too, to let them go.

One by one thy griefs shall meet thee;
Do not fear an armed band;
One will fade as others greet thee,—
Shadows passing through the land.

Do not laugh at life's long sorrow;
See how small each moment's pain;
God will help thee for tomorrow;
Every day begin again.

Every hour, that fleets so slowly,
Has its tasks to do or bear;
Luminous the crown, and holy,
If thou set each gem with care.

Hours are golden links—God's token
Reaching heaven; but one by one,
Take them, lest the chain be broken
Ere thy pilgrimage be done.

—Miss Proctor.

SONG OF THE CHICKADEE

List to the song of the chickadee,
Perched on the top of the leafless tree;
Keen winds ruffling his breast of down,
Coat of gray with its trimmings brown,
Tilting aloft his black-capped head,
Giving a lift to his wings outspread,
Chickadee chirps: "Chickadee-dee-dee!
Got any crumbs to bestow on me?
Winter and summer I bring you cheer;
There's never a day in all the year
You may not hear me. I'm small, you see,
But I'm bright and active and full of glee."
From limb to limb then he hies away,
Out on the branches you see him sway,
Black cap bobbing about as he sings:
"Chick- chick, chick, chickadee, dee!"

—Boys and Girls.

Catholic Schools Facing a Crisis.

Under the headings: "They Should Eliminate Conscience," "The Opposition to Parish Schools," "The Duty of the Hour," The Journal recently directed attention to the danger threatening our parochial school system as well as higher institutions of learning. The Central Bureau of the Central Verein, in a circular letter to the press, speaks of a two-fold source of danger menacing the rights of parents and the freedom of education; the one being hostile legislation of individual states, the other the movement direct toward the establishment of Federal control of the entire school system of the country.

Clear-sighted Americans look upon this movement advocated by the National Education Association, and recently endorsed in the resolutions of the American Federation of Labor, and promoted by the feverish activity of the Bureau of Education, as an unwise plan fraught with grave perils to the spirit of American liberty. The National Education Association opens its war platform for the schools with the following rather pompous declaration, which ignores all the work done so generously, with no expense to the government, by the many private agencies of education, and especially by the thousands of Catholic schools of all grades for a million and a half of present pupils who have proved their patriotism in glorious deeds, and whose former pupils have earned well deserved praise for their staunch loyalty:

"At this fatal hour in the life of our nation the association reaffirms its faith in the American common school system as the only safe and sure foundation for a democracy either in peace or in war. It asserts its belief that the three-quarters of a century of free public instruction was the main factor in preparing our people for that quick and right understanding of the real meaning of this world conflict, and in making possible that hearty concord of thought and action which placed the material and human resources of the republic on the side of righteousness, humanity and civilization. With peculiar satisfaction the association points to the fact that 750,000 teachers and 22,000,000 pupils have supported loyally every plan and purpose of President Wilson and Congress in their masterful leadership in honorable warfare for a just cause and a decisive victory."

Taking this statement on its own merits, one cannot but wonder why the resolutions of the N. E. A. and also of the American Federation of Labor are printed in the official publication, "School Life," published by the Department of the Interior, Bureau of Education, while this same publication completely ignores the work of private school systems. The Catholic Educational Association held a very successful meeting in July, in the city of San Francisco. Among their staunch resolutions we read the following:

"The Catholic Educational Association of the United States gives whole-hearted support to the chief executive of our country, President

Wilson, in this supreme moment of trial. It pledges unwavering fidelity and devotion to him in the prosecution of the war for the complete attainment of the high aims and moral ideals set forth by him."

It always appears to be in bad taste for one to claim the exclusive credit for a certain achievement, when there are others who have worked industriously and with marked success in the same line. Does not this bad taste manifest itself especially in claims referring to the sphere of education, above all in our country, where all enjoy civil, religious and also educational freedom? Can one think of the pronouncement of the N. E. A. and its publication in the above-mentioned bulletin in any other light?

Statement from Bureau of Education.

The editor of The Journal put the matter up to Mr. P. P. Claxton, the Commissioner of Education, Bureau of Education, Washington, D. C., and received the following letter:
Editor of the Catholic School Journal,
Milwaukee, Wisconsin.

Dear Sir:

In reply to your letter of Dec. 14, enclosing clipping containing a quotation from "School Life," I wish to assure you and the readers of the Catholic School Journal that in publishing the resolutions of the N. E. A. in "School Life" there was no intention to reflect on private or parochial schools or on private organizations promoting them. This resolution was given as a matter of news. I feel sure the editor of "School Life" would have been glad to publish the resolutions of the Catholic Education Association of the United States if they had come to his attention. It is the purpose of "School Life" to bring to the attention of school officers, teachers, and others throughout the country matters of general and permanent interest in the field of education.

The interests of the United States Bureau of Education are not limited to public schools or to schools of any grade. It is interested in all the agencies of every kind that contribute to the upbuilding of education.

Yours sincerely,
P. P. CLAXTON,
Commissioner.

What the Secretary of the N. E. A. Writes The Journal.

Mr. J. W. Crabtree, who is secretary of the N. E. A., with headquarters in Washington, D. C., is well disposed towards Catholic institutions and writes the editor of The Journal at length relative to the pending Smith bill. Mr. Crabtree states it is subject to amendment and he does not predict any undue legislation against private institutions. He emphatically says private and denominational schools have their place and are of great value.

Mr. Crabtree, who is an educator of many years' standing in the public and state schools, has an excellent record and one leaving no doubt about his position or attitude toward Catholic schools.

The N. E. A. submits through its secretary, J. W. Crabtree, the following statement of facts for a Department of Education:

You can get a Beautiful Flag
for Your School or Class
Room Absolutely Free
of All Cost!



Here Is Our Plan!

WE will send you a gross of our Special Lead Pencils, each one inscribed—"Sold for the Benefit of the Flag Fund". Distribute them among the pupils to be sold in the School and elsewhere at five cents each. After the sale, send us the proceeds, and we will ship you at once, all delivery charges prepaid, your choice of a FIVE, SIX or EIGHT foot flag.

You may have a FOUR FOOT Service Flag with 12 stars or less, or a set of SEVEN Allies Flags if you prefer. Extra stars for the Service Flag above the 12 can be had at a very low rate.

We also supply large framed pictures of Washington, Lincoln, Grant, Wilson, and other noted men for the sale of a gross of pencils.

If larger flags are desired, you may have your choice of a TEN or TWELVE foot U. S. Flag for the sale of only TWO GROSS of the pencils.

Our flags are all fast color, sewed stars and sewed stripes, full number of stars double stitched seams, canvas headings and metal grommets, suitable for indoor or outdoor use.

Can you conceive of an easier or better way of getting flags or pictures for your school than the one we have outlined? Everyone uses pencils! The pupils, the home, the business man, all need them. The special printing which we place on each pencil free of all cost to you, make them sell like "hot cakes" and everyone gets full value for the small amount of money spent.

We have hundreds of letters like these, from all parts of the country

"The Flag arrived yesterday to the delight of all concerned. It is Beautiful! All feel more than repaid for their labor of selling the pencils. Thanking you and wishing you success". Sacred Heart Convent, Whiting, Indiana.

"We received the picture and are highly pleased with it". Sisters of the Precious Blood, Fort Recovery, Ohio.

"The flags have been received. They will prove quite an acquisition to our school room decoration". Mount Saint Joseph School, Augusta, Georgia.

Why not fill out the blank below and send for your pencils today. The pencils will be sent you promptly, and you will have the flag or pictures almost before you know it.

The OSBORNE SPECIALTY COMPANY
Camden, New York.

FILL OUT AND MAIL TODAY.
WE'LL DO THE REST.

C.S.J. JAN-19

.....191...
The Osborne Specialty Co., Camden, New York.

Gentlemen:—You may send us charges prepaid one gross of your Special Flag Pencils. We agree to sell them at 5c each and remit you the proceeds as soon as the pencils are disposed of. It is agreed that upon receipt of our remittance you will send us charges prepaid our choice of the flags or premiums which you offer.

Ship pencils to

Name of School

Name of Teacher

A DEPARTMENT OF EDUCATION.

The ideal of a National Department of Education is not new. As early as in 1838, Henry Barnard advocated a department of Education or Bureau for collecting statistical information and other knowledge and for disseminating the same among the states. In 1851 the American Institute of Instruction petitioned Congress for a department. Horace Mann advocated that Congress establish a Department of Education on a par with other departments of Government. Several of our Presidents have referred in messages and addresses to the need of such a department. The Bureau of Education was established to satisfy the early demand for a Department of Education.

The National Education Association took definite action favoring a National Department of Education in 1856, 1858, and 1859. It has taken similar action almost every year since that time. The Annual Proceedings of the Association contains many able addresses and statements on the need of this department. The teachers of the country have been practically unanimous in their recommendations for extending the scope of the work of the Bureau of Education or for establishing a new Department of Education with a Secretary in the President's Cabinet. They have uniformly taken the view that Education in America as in other countries is entitled to the same recognition in the National Government as Agriculture, Commerce, or Labor.

The Bureau of Education was established to serve as a Bureau of Statistics. It has been handicapped from the beginning by inadequate appropriations. At first it was an independent Bureau, its interests apparently disregarded by all the President's official family. It was later attached to the department of the Interior, and became one of many subordinate divisions of that important department of Government. The legal scope of its work has not been perceptibly broadened. Its appropriations are still inadequate, even for the work assigned to it. As appropriations have been made for educational purposes, the new work has been assigned to other departments, until the funds expended for Education under the authority of the Bureau of Education are estimated to be less than one per cent of the total expenditure for education by the National Government.

Education has been parcelled out to the various Bureaus, Boards, and Departments. Each Bureau, Board or Department deals directly with the Public Schools. The work outlined by these departments results in needless duplication and overlapping. There are instances where four or more governmental agencies are handling the same line of work in the schools, each asking the schools to carry out its outlines and directions.

The Department of Education is desirable because: It will furnish a co-ordinating center for the educational expenditures which the nation is now making (over \$30,000,000 annually) and by co-ordinating them will make them more effective; it will provide a broader recognition of the work of schools, both public and private, and give a fairer evaluation of the products of all institutions; it will by focussing attention on essential points, aid in the development of higher moral values; it will fix responsibilities for larger educational policies and it will determine the order in which these can be most economically and most efficiently carried out; and it will give education a voice in the deliberations of the Cabinet, giving a de facto recognition of the essential value of Education in a Democracy.

Godless Education.

The Rev. Joseph H. McMahon recently delivered a lecture on "American Catholics and Social Work After the War" at Delmonico's, in New York, under the auspices of the Catholic Library Association. Churchmen in this country, Dr. McMahon said, have been slow to grasp the importance of social work problems to be solved after the war, or to realize that now is the time to make preparations and take a stand in regard to expansions which will come with peace. He thought Catholics should consider the industrial difficulties which will arise

from the viewpoint of labor as well as of the capitalists, but should chiefly pay much immediate attention to the educational problems.

Dr. McMahon spoke at some length on the efforts made to place our educational system under the control of the Federal Board of Education in Washington, a movement designed to abolish all private and parochial schools. He contended that the effort to centralize education would have a disastrous influence upon the morals of the coming generation. "We will have another war," Dr. McMahon said, "if God is to be kept out of our schools, and it will have its reflex in the industrial work of this country." The speaker concluded by saying that the people of America had risen magnificently to the support of the Red Cross, but that they had forgotten that the Red Cross was "a symbol of another cross."

Urges Federal Government to Co-operate With States.

In his annual report Secretary of the Interior Lane deprecates the large number of American citizens who cannot speak English and who cannot read or write in any language. He states that the nation spends annually twice as much for chewing gum as for school books, gives more for automobiles than for all primary and secondary schools, and pays its teachers less than day laborers. He does not recommend federal control of education, but urges government co-operation with the states. He declares that the education of the young is not solely a state matter, but a subject of national concern. He hopes to see the day when every child will learn a trade while at school.

Attack on Parochial Schools in Michigan

"Amendment Hits Parochial Schools," was the flaring headlines which greeted thousands of honest citizens of Michigan, when they picked up their daily paper to scan the news recently.

The item in the secular press, as published, read in part as follows: "Practical elimination in Michigan of private and parochial schools is asked for in a constitutional amendment to be voted on next spring. Petitions signed by 48,000 electors were filed Friday with the secretary of state.

"The amendment was talked of last year and is intended to eradicate schools not under the state public school system. It was originally intended to strike at schools in various religious denominations of which German was spoken, but the way the amendment is drawn, it practically kills all schools but those in the public school system.

"To the article in the constitution on education, the proposition is to add two new sections, to be called 16 and 17, as follows:

"Section 16—All residents of the state of Michigan, between the ages of 5 years and 16 years, shall attend the public schools in their respective districts until they have been graduated from the eighth grade; provided, that in the districts where the grades do not reach the eighth, then all persons herein described in such district shall complete the course taught therein.

"Section 17—The legislature shall enact all necessary legislation to render effective section 16.

"The petitions as filed by the Wayne County Civics Association contain the names of many women, (all of which will be taken off, as they are not yet registered and qualified voters within the meaning of the law."

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GLEANINGS FROM THE PRESS.

Catholic teachers and Catholic children living and working in the Christian atmosphere of the Catholic school must have a special joy in this blessed season. These teachers and children striving according to the limitations of human capacity to give the Christ Child His proper place in their busy lives.—Pittsburgh Catholic.

Among the pleasing anomalies of history as they are making it in France, is the sight of a violently anti-clerical premier pinning a war cross on the breast of a soldier-priest and kissing him on both cheeks, saying all sorts of appreciative words the while. Priests and nuns who have done so magnificently for their country, were not deemed worthy of their country's protection in time of peace.—The Catholic Advance.

The Catholic child has a right to a Catholic education and a Catholic rearing. To divert it from or divest it of either is most reprehensible. Inasmuch as the "Fatherless Children of France" movement, therefore, contemplates such purpose it is to be discontenanced by all Catholics.—The Church Progress.

Eddie's sister is a little nun in Brooklyn and she is the apple of his eye. Lately he has had a railroad journey into another State. Coming down from Peckskill to New York on a Central train he was naturally interested when he saw two nuns board the train. They were unable to get two seats together and had to separate, one sitting opposite him. Like a flash he solved the problem by covering his own place with his traveling bag and going down the aisle he whispered to the nun: "Go back to the seat with the bag on it and you will be alongside of your companion." A smile rewarded him and the sister was happy in the exchange. Later on they left the train with their bundles. One of them said demurely: "We are very grateful to you, young man, and I am only sorry that I haven't a holy picture with me." Now he knows that the holy picture is the currency of the nuns. With it they make their way through life. It has the buying qualities of a bank note and the spiritual interest it assures the recipient is far above the market value of the sordid coin of the commonwealth.—The Tablet.

There is a report that some of the French girls who are to come to America for their education are to be placed in co-educational institutions. If this report be true the ghost of their grandmothers will stalk through college campuses.

The system of co-education is too foreign to all French traditions to meet with much favor on the part of French guardians.

After the tragic enlightenments of the war they may be ready to admit the advantages of collegiate training for girls, but not with young men as class-mates.—The Advance.

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It contains several essays, which will prove more than ordinarily helpful in the teaching of literature; among them may be mentioned (1) an elucidation of Wordsworth's poem, "Intimations of Immortality"; (2) of Browning's poem, "Abt Vogler"; (3) a description of Westminster Abbey, giving names of eminent dead buried in the illustrious resting-place of England's Choir Invisible, noting also those who have recognition there by window, statue, bust, medallion, or tablet inscription; aptly commenting, too, upon England's eminent dead who have no recognition in Westminster Abbey.

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Priest on Boxing.

Father Bernard Vaughan, S.J., addressing the boys at the Catholic College, Preston, lately, said he had received an avalanche of letters abusing his advocacy of boxing for boys, and declaring that he ought to turn out boys, not beasts. He wanted by boxing to turn the beast out of the boy. Every lad who learned boxing had a mark not merely on his nose, but on his character; he was self-confident, quiet and modest. The boy who learned boxing would fight straight and hit between the eyes, whereas the people who wrote to him waited till a man's back was turned and kicked him behind.

Belgium Cardinal to Visit U. S.

Cardinal Mercier is coming to the United States to thank the American people for the succor given to Belgium. His stay here will be brief, as he has made it emphatic that he feels he is urgently needed in helping to restore Belgium.

The Cardinal will be the guest of Thomas F. Ryan of New York. Mr. Ryan has also put at the disposal of the prelate his residence in Washington, D. C. Cardinal Mercier will make his headquarters in New York and will go to Washington and Montreal, Canada. It may be that he will go to two or three other large American cities.

In Washington he will be received by the President, if Mr. Wilson has returned from Europe. Just when the Cardinal will get here is not known. It is expected this will be late in the winter or early next spring. The famous prelate will come here under the auspices of the Belgian Church of St. Albert, in New York.

"Fatherless Children" Movement.

The Fatherless Children of France campaign has been officially endorsed by the Philadelphia archdiocese, a letter issued by the chancellor saying:

"The association devotes itself to the task of keeping the children with their mothers, thereby insuring that they will be brought up in the religion of their fathers. This end is obtained by paying quarterly to each orphan child a certain fixed sum. Ten cents keeps a child one day in its mother's home; \$3 keeps a child one month in its mother's home, etc. His Grace the Most Reverend Archbishop recommends this charity to the reverend clergy and hereby gives permission to the reverend rectors to donate to it a share of the ordinary collections taken up in their churches on any one of the Sundays preceding Christmas."

The Late Cardinal Farley's Hat.

The late Cardinal Farley's hat was hung on the cable high above the main altar of St. Patrick's Cathedral beside that of Cardinal McCloskey. A spiral stairway leads from the back of the church to the ceiling, and from this point, a cable has been strung by which means the Cardinal's hat was run out to the nave.

Each cardinal on his induction into the Sacred College is given one of these rich, red, silk-tasselled hats. It is emblematic of the pomp and vani-

ties of the world, which the Cardinal puts aside, and therefore must never be worn. At the death of the Cardinal the hat is hung in the cathedral over which was the seat of his See through life.

Orphans Find Homes in West.

Sixty children from the New York Foundling Hospital, left recently from the Grand Central station for new homes in Minnesota and Montana. The children, whose ages ranged from three months to three years, were equally divided among the two sexes and almost every nationality was represented.

On their trip from New York to Chicago they occupied a special Pullman car and they were under the care and charge of Sisters of Charity and nurses from the institution. At Chicago they were met by agents of the society, who took them to their new homes.

Since the New York Foundling Hospital was opened in 1869 it has taken in 60,000 children, of which 22,500 have been placed in comfortable homes. In the last month 158 children were admitted who had lost one or both parents in the influenza epidemic. In several cases three children were admitted from a family where the father or mother had died.

An Opportunity for Charity.

Dominican Sisters from Brooklyn have charge of two hundred children in Bayamon, Porto Rico. Their teaching has been such a success that the school has been approved by the Board of Education. It has been customary for them to employ a Spanish teacher in order that the language may be properly taught to the little Porto Ricans. Bishop Jones, O. S. A., who is a son of New York State, usually defrays the expense of the Spanish teacher, but like all our bishops, he must now curtail expenses and can no longer provide her salary. Without Spanish instruction the school will not be accepted by the Board of Education, which would be a great disaster for a Catholic institution. Can we not find a benefactor to help the Bishop?

MY LIGHT.

(By a Brother of the Franciscan Order.)
In Thy holy tabernacle,
Where Thou dwellest day and night
Out of boundless love and mercy,
Thou, sweet Jesus, art my light.

When I'm plunged in woe and sorrow,
When grave doubts perplex my mind,
In Thy presence all clouds vanish
And true peace of heart I find.

When the Prince of Darkness layeth
His most subtle snares for me,
I haste into Thy sweet presence:
Thou art my security.

Ev'ry darkness Thou dispellest
When before Thee I appear;
Then I realize most clearly
That the world's true Light is near.

When Thou, Christ, the Light of pilgrims,
Deign'st to send Thy light's bright ray,
All obscurity must vanish
From the pilgrim's heavenward way.

Light celestial, Light eternal,
Be my light, illumine me;
Grant that I may love and praise Thee
Now and in eternity.

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Teach Sincerity

Girls as well as boys have to be trained to take care of themselves and be responsible for themselves, and if they are not so trained, no one can be responsible for them or protect them in spite of themselves. Therefore, the first duty of those who are bringing up Catholic girls is to be themselves such as Catholic girls must be later on. The one thing necessary is to be that which we ought to be, and that is to say, in other words, that the fundamental virtue in teaching children is a great and resolute sincerity.

Sincerity is a difficult virtue to practice and it is too easily taken for granted. It has more enemies than appear at first sight. Inertness of mind, the desire to do things cheaply, dislike of mental effort, the tendency to be satisfied with appearances, the wish to shine, impatience for results, all foster intellectual insincerity; just as, in conduct, the wish to please, the spirit of accommodation, and expediency, the fear of blame, the instinct of concealment, which is inborn in many girls, destroy frankness of character and make people untrue who would not wittingly be untruthful.

Yet even truthfulness is not such a matter of course as many would be willing to assume. To be inaccurate through thoughtful laziness in the use of words extremely common, to exaggerate according to the mood of the moment, to say more than one means and cover one's retreat with "I didn't mean it," to pull facts into shape to suit particular ends, are demoralizing forms of untruthfulness, common, but often unrecognized. If a teacher could only excel in one high quality for training girls, probably the best in which she could excel would be a great sincerity, which would train them in frankness, and in the knowledge that to be entirely frank means to lay down a great price for that costly attainment, a perfectly honorable and fearless life.—Mother Janet Stuart.

Cultivating Reading

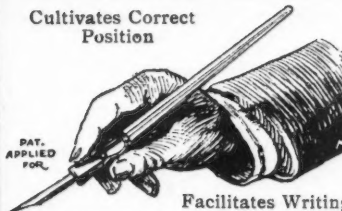
The cultivation of the habit of reading should be begun in childhood under parental auspices. The school is more or less helpless to counteract the discouraging influences of a home where books are held in small esteem and children are free to seek whatever distractions they please. There is, on the other hand, some danger of a school making good literature formidable and uninviting to the young by the adoption of mechanical methods in teaching literature. The study of literature in the class-room should be made as attractive as possible; the laborious element of the English course should be adjusted to the other courses followed by the students, so as not to overburden and disgust them. The English teacher should have a refined literary taste and be allowed latitude in arranging the programme of the English class according to the needs and capacities of the pupils. A large part of the time set aside for English might be profitably employed by the teacher in reading, and in familiarizing the youthful student with noble ideals. This familiarity, more than anything else, will educate youth out of vulgar and cheap tastes; and nowhere can nobler ideals of life and conduct be found than in Catholic history.

Memorizing Poetry

When a poem is learned by heart it is better to have it learned as a whole by successive readings, than to have it studied stanza by stanza. When a poem is known, it should be reviewed again and again. If a teacher often uses a poem already learned just when it will help to express the feelings aroused by some experience, or to interpret an experience shared by the pupils, or to prepare the class for an experience awaiting them it will in after years arise at appropriate moments to interpret some experience in life.

Individual recitation of poetry is to be preferred, at least until every pupil knows the poem by heart. It is possible to have concert recitation of poetry please the ear, but usually it does not. The uniform rate and the monotonous inflection are not pleasing. It is a frequent experience to discover in a pupil's written reproduction of a poem, which must be individual work, that he has not

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understood it. "Columbia, the Germany ocean" and "Columbia, the germ in the ocean" will at once suggest other illustrations. So the common test question "Write the first two stanzas" is not as searching as it should be. There are few adults who do not know the beginnings of many poems with which they can go very little farther. Would it not be the part of wisdom to ask pupils at times to write two stanzas beginning, "One touch to her hand, and one word in her ear" if Lochinvar is the poem which has been studied, and so get the latter stanzas as well in mind as the beginning ones?

Patriotism in Teaching The high school English course, as other courses and in the grades as well, may adjust itself at this time to the national patriotic work. In an American Literature class particularly, the patriotic essays, orations and poems may receive more attention at this time than in previous years. To meet these demands excellent texts containing representative patriotic literature are published by the book companies. If in previous years such works have been read by the various classes, this is the time to go about them in detail, in high school particularly. The construction of the sentences, the balance of the various parts, all should receive marked attention, because this painstaking method gives the pupil a chance to become thoroughly imbued with its meaning and spirit, so that it is clear to him how big a part in his own life and that of the nation's history that particular literary specimen has played. High school pupils so many times, for no reason whatever, have a rather take-it-for-granted patriotic air about them.

It is a true fact that in our high school a large printed copy of President Wilson's War Message had hung on the rear wall of our Assembly room for three months; in that time there was no pupil who did not pass it at least six times a day; being interested to know, I asked my pupils how many had read it as it hung there, and just three pupils said that they had read it. Some few were already familiar with it, but the big proportion had hardly known it was there. The schools should replace this passive, satisfaction with active interest.

To create an alertness for the use of correct English, and hence greater love and respect for the language, the allegiance pledge may be given: "I pledge allegiance to my mother tongue. In her behalf I promise to read the best book and to become acquainted with the best literature. I promise to cultivate a clear mind's eye and a sharp English ear. I hereby pledge my eye and ear, my mind and heart to the great cause of correct English."

A Campaign against Slang may be carried on by the pupils, for this same reason of keeping English on its own superior place. A whole week is being given to this campaign by the Chicago school children, at this writing. The courses being given in patriotic teaching by the National Security League, New York City, are most helpful.

Porto Rico Schools Adopt Slogan.

The schools of Porto Rico have adopted three slogans for the school year of 1918-19: "(1) One hundred thousand home gardens; (2) a Liberty bond for every teacher; (3) a Thrift Stamp or War Savings Stamp for every pupil." These battle cries are for teachers and pupils alike and mean united effort to accomplish what the slogans demand.

The schools show an enrollment of more than one-third of the total population of school age, and 65.6 per cent of the population of compulsory school age. There are employed 174 teachers from the United States and 2,541 native Porto Ricans.

Curious School Customs.

Mexican schoolmasters show their appreciation of pupils' efforts in a curious manner. The diligent student is allowed to smoke a cigar during the lesson. When the whole class has given satisfaction permission is given for a general smoke, and even the little Mexicans are allowed to light a cigarette for the occasion. Needless to say, the schoolmaster himself smokes a cigar of a size and quality proportionate to his superior position. But the pupils are not allowed to drink, this privilege being accorded to the master only. On his desk he always keeps a bottle of liquor, which, when empty, occasions much dispute among the parents of his scholars, as it is considered an honour to be able to fill the schoolmaster's bottle.

THE FIRST PART OF THE RECITATION.

Oral Testing.

(Continued from Page 350)

A second test of knowledge is its application direct or indirect. Frequently this is a far more satisfactory test than oral expression. The pupil's ability to handle fractions, extract cube and square roots, solve equations and to apply grammatical rules geometrical propositions, chemical and physical principles to problems and tasks involving them is a far more positive proof of his knowledge of these subjects than the mere oral tests of them, given him while he is studying them.

If he can read and sing correctly a piece of music which he has not seen or heard before it is quite certain that he knows the fundamentals of music. Likewise if he observes the Ten Commandments and practices the Christian virtues there can be no doubt as to his religious education and training. Of course, it is impossible to test practically all teaching results but the arts and sciences and moral conduct afford ample opportunities for practical applications of knowledge and the teacher should take advantage of them.

The test of the pupils' mental power is its exercise. Mental exercise strengthens mental power as surely as physical exercise strengthens physical power. The pupil's power of understanding the relations of mathematical quantities is tested by his correct solution of a problem involving a comprehension of mathematical relations. Similarly his power of understanding grammatical relations of words in sentences is tested by his correct analysis of the thought involved. Nor can anything short of thought activity analyze English sentences since grammatical relations in English unlike those in Greek, Latin or the Romance languages must be recognized not by word forms but by analysis of relations of words in comparatively uninflected forms.

The test of the pupils' skill is doing. That "actions speak louder than words" is nowhere truer than in tests for skill. To determine the degree of skill in any activity the doing must be seen. Here "seeing is believing." In penmanship skill is shown by writing, in addition by adding, in manual training by the manufacture of certain articles pertaining to manual training. To a certain degree skill in writing or drawing may be ascertained by specimens of these arts but only partially so since time is a cogent factor in the acquisition of skill. Certainly the skill of two penmen can not be fairly determined merely by specimen of their penmanship since the one may have practiced much more than the other before submitting his specimen. Certainly, too, the pupil who adds a column of figures accurately in half a minute has much more skill in adding than one who spends a whole minute in adding the same column correctly. To determine a pupil's skill in any of the school-room arts it is, therefore, necessary to consider the amount of time spent on the finished product and the assistance given the competitors. Otherwise specimens are not fair evidences of the comparative skill of competing pupils or schools.

Having observed that knowledge may be tested by expression and application, power by exercise and skill by doing we may next consider the different modes of testing. Of these there are two general kinds—oral and written. As the oral test is the first to be applied beginning, as it does, in the lowest primary grades we may well consider it first. It may be applied in three different ways—by the question method, by the topic method and by the concert method each of which has its advantages and disadvantages.

The chief advantage of the question method is its thoroughness. No other method is more definite, more searching, more efficient than a series of pointed searching questions bringing out the pupil's knowledge of what is fundamental and important. Of course, the thoroughness of the question method depends upon the quality rather than quantity of the questions asked. A few brief pointed searching questions are far more efficient than many long, rambling, pointless ones. Shallow questions admit of shallow answers, irrelevant ones irrelevant answers, empty ones of empty answers. Hence the teacher should ask pointed, searching material questions bringing out the pupils' knowledge of what is vital and fundamental.

Another advantage of the question method of testing is the orderly unfolding of the subject matter which it affords. It allows the teacher to control the order of presenting the subject matter and its related truths thus enabling him to stress and make prominent what is basic

and essential. Often too a systematic review by questioning on obscure, difficult points greatly clarifies the pupil's knowledge of them.

A third advantage of the question method of testing is the ample opportunities it affords for giving incidental instruction. When searching questions indicate a need of explanation or illustration these can be made at a small sacrifice of testing the pupil's intellectual ability. As the pupils are then in a receptive condition to receive explanation this is the psychological moment at which the explanation may be made briefly yet efficiently. In doing this care must be taken not to waste or scatter testing by teaching or mere talking, a temptation to which it is easy to yield at a great loss of valuable time.

To insure these three advantages testing questions should be clear, concise and exacting for the first requisite of correct answer to a question is a clear understanding of what is asked. Ambiguous, wordy questions induce hesitation and confusion; indefinite ones lax, rambling pointless answers.

"Leading" questions suggesting answers are also of little value and should not be asked. The same is usually true of "yes or no" questions which even the dullest, most unprepared pupil is quite likely to guess the correct answer since the manner of asking or the suggestive look or hint of the teacher or classmates perhaps unconsciously given may facilitate correct guessing. As a rule "leading" or "yes or no" questions are destructive not constructive to learning; they foster bad habits of study and deceive both teacher and learner.

The chief merit of the topical method of testing and reciting is the training it gives in the expression of thought. To give a topical recitation the pupil must express his knowledge in successive coherent sentences and this is a far sounder test than the mere answering of a few brief, specific questions.

Furthermore, the topic method compels the pupil to organize his thought systematically while studying. It compels the pupil first to outline and arrange his thoughts coherently and then to express them connectedly. Certainly the topical method of studying and reciting history is the correct one especially in the higher grades. The making and following of outlines by the higher grade pupils particularly in history, geography and composition. Outlines give guide and logical sequence. Thus do they train both thinking and expression. Advanced pupils especially should not merely acquire knowledge as outlined by others but they should as they advance outline and organize knowledge themselves. To do this the recitation should occasionally call for topical outlines made by the pupils and then criticized and corrected in class.

Comparing the question and topical methods of testing we find them to be supplementary to each other. Where one is weak the other is strong. The question method is especially strong in its deep, comprehensive, searching test of the pupils' knowledge but weak in its expression while the topical method is strong in expression but weak in search. Hence a union of the two methods gives the best results. This may be done by requiring pupils to study and recite topically and then quizzing them on any obscure, difficult points until there is no further doubt as to the pupils' knowledge of the topic. This union of the two methods is especially advisable in such high school work as history, geometry, physics and chemistry. Of course in primary and intermediate work the question method is more commonly used, the topical method being reserved chiefly for reviews.

As power and skill are largely tested by doing, primary and intermediate tests may be given topically in the form of such directions as: Relate the story of "The Boy and the Wolf." Say the Lord's Prayer. Count by twos to 20. Write the poem "While Shepherds Watched Their Flock by Night." Tell a story about Lincoln. Draw the tree in the yard. Dramatize the story of the New Year, etc. In higher grades the directions may take such forms as: Analyze "Order is Heaven's first law." Characterize Charlemagne. Demonstrate the 5th original. Solve problem 8, etc. A little study of these directions shows that they are only other forms of topical testing since they assign definitely the work to be done and they are pedagogically advisable inasmuch as they do not give the slightest hint of the correct response.

The third and least advisable method of testing is the concert or chorus method. It was based upon the theory that what pupil's could recite in concert they knew and could recite individually. Intelligent, individual tests, however, have shown this theory to be erroneous for it has

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THE MISSION OF CATHOLIC SCHOLARSHIP.

By THOMAS O'HAGAN,
M. A., Ph. D., Litt. D. (Laval), L. L. D. (Notre Dame).



DR. THOMAS O'HAGAN

The Mission of Catholic scholarship is to spread Catholic truth through the medium of Catholic letters. Its field is within the activities of the whole human mind: history science criticism, philosophy, art, poetry, and bibliography. Wherever Catholic truth enters Catholic scholarship must have a place and clear the way. Catholic scholarship holds the torch up to the footsteps of history and we trace accurately its course; it directs the mind of the student of philosophy and he understands the process of truth; it sheds light on the dreams of poet, painter and sculpture, and we understand the conception and import of art; it enters the laboratory of science and we understand the physical universe.

How important is it not then that all Catholics should realize and fully comprehend the real and true mission of Catholic scholarship. How important is it not that our centres of learning should be cenacles of scholarly fellowship where research and investigation will bear the richest and ripest fruit, and where the mere froth and show of superficiality will not count nor have any place in the serious purpose of studies.

The great sacrifices which the Catholic Church has made in America for Catholic education merits every commendation. Its religious have builded and toiled without money, and without price. No donations or bequests of any account have ever come to them as presents or been dropped into their laps. Silently and unobserved they have builded, educated and fashioned the Catholic mind of the country. And so we have today in the United States and Canada a great series of Catholic universities, colleges and academies linked in the unity of one purpose: the training of the mind for the knighthood of heaven and the citizenship of earth.

But now that we have passed through the formative condition in our building up of Catholic education a new and important duty devolves upon us. As yet we have done but little for letters, little for permanent Catholic scholarship.

The demand of today is for scholarly Catholic works marked by research. The scholar of every creed and no creed outside the Catholic Church has generally an open mind and is ready to weigh evidence. He may lack Catholic instinct but he has a mind ever probing for truth. Let us present to him this Catholic truth—not controversially, not with acerbity but with all the clearness and fairness and frankness of Catholic scholarship.

In this direction assuredly there is a great Catholic work to be done. Go to any of the great secular universities—a Cornell, a Harvard, or a Yale, and you will see what a dearth there is of Catholic works on the shelves of their Reference Libraries. What Catholic works for example have we to offer the student of research in Mediaeval history? What works have we to offer on the important subject of the great forces that have made Christian civilization through the centuries? What works have we to offer on the genesis of Christian Art, and the inspiring forces that have fashioned the poetry of every land from the Tiber to the Thames?

You may answer that even if these Catholic works were forthcoming they would not get a place on the shelves of secular libraries. Not so. You will find Janssen's History of the German People Pastor's Lives of the Popes and Cardinal Gasquet's admirable and scholarly volumes dealing with Henry the III and the Church in England, and Henry VIII and the English Monasteries in nearly all the great libraries of the secular universities.

The cry indeed today is for Catholic scholars to do research work and embody the result of their investigations in book form. This is where Catholic scholarship up to the present has failed in America. What have we to show—to present to the student of research in America as the result of Catholic scholarship save the Catholic Encyclopedia and Dr. Gilmary Shea's historical works? The late Brother Azarias had the temperament of the

scholar and the true judicial mind of the student of research and had he lived would have no doubt left behind him great and scholarly works of enduring value. He had but entered upon his great life work when the finger of God touched him in death. The works that this humble Brother of the Christian Schools has left us are indeed in the beauty of their truth artistry, literary judgments and fine sympathy but an earnest of what he would have accomplished had his life activities extended into the years to come.

I have been amazed during my Dante research work of the past year to observe how little has been done by English speaking Catholic scholars to make the world's greatest epic poet known to the Catholic mind. I do not know of a single translation of the Divine Comedy into English by an English speaking Catholic scholar. Rev. Father Hogan, D.D., of Maynooth College, Ireland, has given us a very acceptable life of Dante with a word as to the works and genius of the Florentine Poet. But the translators and annotators of Dante in English have been almost entirely non-Catholics.

The question arises: Are we Catholics trifling our time away—chasing literary bubbles? Are our Catholic colleges and academies keyed up to the true ideals of genuine Catholic scholarship and the need of building up schools of Catholic history criticism and letters? If we simply gabble our way through the classical course of some Catholic college with not a hint or any knowledge of the place of the Catholic church in the historical and literary activities of the world—with no knowledge of its shaping force in the moral government of mankind or its inspiration in art and letters how think you can we as Catholics properly represent in the world around us the beneficence of that church which has stood for truth and enlightenment in every age, and despite every misrepresentation remains today as the guiding force of true civilization and progress.

"Let there be light!" should indeed be our motto. We need this everywhere—in our schools, in our homes, and especially in the sanctums of our Catholic journals. Ignorance behind a Catholic journalistic pen should not be tolerated for the Catholic journal is a teacher, and a teacher, too, of Catholic truth. Catholic journalism is therefore an office of the highest intelligence and the Catholic public, and this includes all Catholic scholars and students, rightfully look to the Catholic journal for guidance and instruction especially in things intellectual.

It would be well for us then to abandon all self-sufficiency, all adulation and get down to hard work. Let us make manifest the good name of Catholic scholarship and not leave to non-Catholics the task of discovering Catholic genius whether it be in the domain of science, art or letters. Let us be assured that one great Catholic book of distinction will do more for faith and the triumphs of faith than an unceasing chorus of misdirected flattery.

SUNDAY IN ACADIA—WITH GOD LOCKED IN.

The dark days were on, and tho God's sunshine had flooded Mother Earth there was no warmth for "God was locked in."

Birds had warbled their sweetest songs, and night's curtain was falling upon them—yet there was no applause in men's soul, "God was locked in."

A sweet Southern breeze, fanned the golden rice—the fields waved in gracefulness and beauty; yet there was no cheer, no joy on beholding God's Gifts, for "God was locked in."

The Church's silver steeple glimmered in the sun, its lofty Cross beckoning one to the House of God—pierced the heart with sadness, for within the Church—"God was locked in."

The Silent Bell seemed to look on with sadness—for "God was locked in."

On this gloomy Sunday, with God locked in—Sisters sat on the porch looking wistfully towards the beautiful Setting Sun.

There approaches an old Darcy heavily laden with empty bottles, addressing the Sisters he says, "Sister, I cannot git in de Church. No one opens de dore 'God is locked in.' They say dar's no Mass. The priest is not dar. (Tears trickled down his aged cheeks). No Mass, no more fine First Communion Day for us, so I thought the next best thing was to get Holy Water—and we'll pray and try to be good till dey opens the door and God's not locked in.—A Sister of Mount Carmel, Rayne, La.

CHRISTIAN TRAINING NEEDED.

Mt. Rev. John J. Glennon, Archbishop of St. Louis, Mo.



Archb. John J. Glennon

The first dominant reason for the existence of the Catholic school system is that the thought, the teaching and the love and fear of God may be set in the heart of the child, says Archbishop Glennon. We hold, even at the cost of being called old-fashioned, that neither in ancient or modern days, nor in ancient or modern nations, nor in democracies or in monarchies, is it possible to get along without Almighty God. We must for our Government and for our lives seek His sanction, acknowledge His power and observe His laws. And these things we shall not know and

cannot do unless we are taught and trained therein.

It is not, however, to sanction and sustain human society and government alone that religious instruction is imparted in the Catholic schools; it has the higher motive, too, namely, that for life here and that other life which we believe in religion is a necessity, and consequently, also, its teaching.

And for a second reason we would state the foundation for Catholic education that we desire to impart, in addition to all the elements of secular education, those laws and principles of moral and religious life which are necessary for the well-being of the individual and the community, among which can be noted with special emphasis the virtues of humility and obedience, the sense of duty and the consecration of service.

THE FIRST PART OF THE RECITATION.

Oral Testing.

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often been shown that many pupils can recite concertedly matter of which they have no real individual knowledge. The few who do know and recite lead while the ignorant merely follow, repeating without any real understanding of what the leaders say.

From what has been said it is clear that oral testing is a difficult but necessary part of the recitation. It is the eye and ear by which the teacher determines the pupils' knowledge, power and skill. By it the teacher ascertains (1) what the pupil knows and remembers, (2) how thoroughly he understands what he remembers, (3) how skillfully he can apply his knowledge. By it he tests the pupil's preparation, ability to study, memory, expression, mental discipline and capacity. He may be short in some of these respects. In such cases the teacher should know this and testing enables the teacher to judge whether the weakness or failure is due to his own defects or those of the pupil. If the failure is the result of defective teaching the teacher should correct it. If pupils fail through no fault of their own they need assistance. If the failure is due to indolence they need a persuader. For idleness they should be reprimanded and punished after which the lesson should be re-assigned preferably with additional study and the class dismissed for better preparation. Should most of the class fail through no fault of theirs the teacher should by testing inquiry locate the difficulty and help them to master it. For these obvious reasons the test should come first in the recitation in order that the teacher may know what further course to pursue. In addition to the regular recitation test it is also well to give frequent, general oral tests of matter previously studied at unexpected times during which the real standing of the pupil without special preparation may be more accurately determined.

When the narratives of the war is compiled, the penmanship of the soldiers and sailors and their dear ones at home will be accounted one of the great forces in the victory. Think upon this, ye superintendents and principals. And ye teachers who have made good in teaching penmanship, your gladness will have been well deserved.

The education which does not tend to develop all the God-giving faculties of the child—the physical, the intellectual, the practical, the patriotic, and the religious—is not doing all that it should to promote the temporal and the spiritual welfare of the future citizens of our country.

HEALTH HINTS.

Our Greatest National Resource—Our Children—Are You Helping to Conserve it?

(Continued from last month, December Number.)

Do you inspect **teeth** and insist on proper dental care? Three decayed teeth usually mean a whole year's retardation in school work. Do you have tooth brush drill in school? Do you know that all possess and use regularly individual tooth brushes?

Do you inspect daily for **clean hands**, nails, face and neck? Do you have wash basins in school and individual soap and towels? Are the toilets sanitary and kept spotless both physically and morally? Do you know that your children bathe so as to keep healthy? Do you inspect **clothing** to see that it is kept neat and tidy, buttons on, rents sewed up, shoes clean?

Do you know what **food** your children eat? Try an English composition on "What I had for breakfast." You may be surprised at the revelations. Do all eat slowly only simple, well cooked, easily digested, nourishing food? Improper food is one conspicuous cause of poor school work.

Do you know how much **sleep** pupils of this age should have and are you sure each child is getting it? Do they sleep in rooms with open windows? Does each child sleep well or does he dream or have night terrors?

Do you test children for **nervousness** and ease of **fatigue** so as to know which ones must be handled with special care? Do you know which school subjects produce most fatigue? Is your daily program arranged so as to alternate easy and hard subjects? Do you have generous recess periods?

Are your pupils all free from lice, ringworms, eczema, pink eye or other dangerous contagious troubles? Do you know the symptoms that mark the onset of common children's **diseases** so as you can send home any pupil who is a menace to health?

Do you **play** with your children? Do you know a number of good games so as you can take the lead? Do all children play hard; if not do you know why certain ones do not?

Do your pupils help to keep the school room tidy, the school grounds neat and attractive? Do they take part in keeping home and **community clean**, pick up and dispose of trash?

SPARE THE CHILD NERVES.

BY DR. W. A. M'KEEVER.

Beware of the teacher who constantly uses nerve-wracking methods in the schoolroom—the one who conducts spelling matches and reading contests and arithmetic races and calls it instruction. Beware of her, for her manner is one that tends to deplete the health and disturb the peace and destroy the possible fellowship among her pupils.

Do not storm at such a teacher yourself or go thundering into the principal's office in complaint of her. Such a manner on your part would only add insult to injury. However, determine in your mind to follow the thing through firmly and persistently till you obtain favorable results.

The life of the child should not be thought of as one of fierce conflict, not a red-hot contest affair. To race through a long problem in addition gets your child nowhere along the way of usable knowledge, but only brings him the nervous fidgets.

It is now time for school teachers to discontinue the practice of conducting classroom work as if it were a football scrimmage or an athletic field meet.

Reasonable speed and accuracy in counting will come as a result of careful, adequate practice, not from mad speeding to beat the clock or some other child. Whenever your child frets and worries over a difficult spelling lesson under stern pressure from the school and because "Susie is spelling the most words," it is time to call a halt. The spelling lesson should be, and can be made, a delightful task for your child, a mild tonic for his nerves, not the converse.

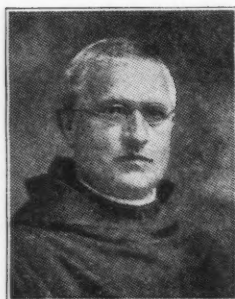
There is a decided limit to the strain and excitement which a child's nerves will reasonably endure. Put a man to swinging a hoe, an ax or a scythe and he must find a rhythmic stroke—one that fits his inner nature, his nerves—and keep it during the hours of labor. To go below this limit may make him lazy and stupid. To speed above it, if long continued, will most certainly break him down.

And so it is with the child. There is a stroke or move-

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GREGORIAN CHANT ESSENTIALLY UNISON.

Rev. Gregory Huegle, O. S. B., Conception Abbey, Conception, Mo.
(Ninth Article of the Series)



Rev. Gregory Huegle, O. S. B.

An old fogey worked himself into a mania which set him completely at variance with the nature of chant. In season and out of season he would fore swear himself against the arrogance of such a thing as unison chant. Unison, in his mind, stood for all that is stripped of festivity. "Chant without a second voice to it sounds to me outrageously dull," he used to say, and he was sure to sing 'alto' to the O Salutaris and Tantum Ergo, and the few Psalms that were rendered in the chapel of the boarding school. Being asked

to explain his reasons why he considered Gregorian Chant unfit for Church use he indignantly said: "It is evident: Don't you hear, don't you feel how dull and dreary it is?"

The race of such fogeyisms may be well nigh extinct, but prejudices are hard to kill. Pope Pius X aimed an authoritative blow at such a hydra-head when in his Motu Proprio of November 22, 1903 he said: "Everybody must take for certain that an ecclesiastical function loses nothing of its solemnity when it is accompanied by no other music but this (viz. Gregorian Chant)". This includes even the gorgeous Papal Mass, a celebration which surpasses in splendor the crowning of kings and the weddings of emperors. And of such a grand celebration the Pope himself makes the sweeping and authoritative statement: "Everybody must take for certain that (even this grandest) ecclesiastical function loses nothing of its solemnity when it is accompanied by no other music but this."

There is a mysterious grandeur and unique majesty embedded in the unison chant. The basis of this wonderful quality undoubtedly lies in the fact that Gregorian music completely surrenders itself to the genius of the spoken word. There is no pretence on the part of music; everything helps to bring about a clear and distinct understanding of the sacred text. Even as Moses and Esdras took immense care that all the people might understand every syllable of the law of the Lord, so does Gregorian Music on the wings of sacred melody carry to every worshipper the word of God reverently, lovingly, and distinctly. Polyphone music unfortunately obscures the meaning of the words by overlapping words and syllables at one and the same time. Numerous are the records filed in the annals of history of disrespectful text delivery, and of the protests against such irreverence. Thus at the time of the Council of Trent bishops and cardinals testified that very often in spite of intent listening they could not discover what the choir was singing. Certainly if "Old Nick" had anything to say on the organ loft, he would take care that God's word be gobbled up in nonsensical turkey-Latin. Thus a 'Regina Coeli' composed in forty parts, when performed gave the impression of hens and roosters cackling and crowing, all vowels resounding simultaneously. No wonder then, that Holy Church insists that every form of church music must present the text in understandable and reverent form.

The primary reason why chant rejects a 'second voice' results from the fact that it is **speech-song**. Place two men into the pulpit and make them deliver a sermon simultaneously: you cannot do it, one will destroy the other's work. But if you insist on them trying to agree in rhythm and cadence the only way out of the difficulty will be to measure and weigh the syllables for them. And what will be the result? The words of Horace will come true: 'The mountains burst asunder and out comes a little mouse.' You expect to hear powerful oratorical rhythm, and lo! they recite measured lines on the order of 'Mary had a little lamb.' Such are the fetters of mutual agreement in music. The conventionalities of measured rhythm clip the wings of the eagle and the eloquent Demosthenes is compelled to scan school ditties. Nothing can be more painful than to hear a Glória or Credo mechanically rendered in measured time, the strong beats recurring with the precision of a machine.

The 'unison' element appears in a new light when we consider chant as 'prayer.' No doubt, the old fogey overlooked the prayer-side. Music according to his notions was all he cared for, and his notions kept him a prisoner within his narrow mind. And that narrow mind he used like a ram to storm St. Peter's rock. Serious church men have repeatedly raised their voices against polyphony in liturgy. Mother Church did not accede to such demands; having admitted her into the sanctuary, she protects her, but from time to time in unmistakable terms she instructs her children. Pius X could hardly conceive language more powerful to set into light how the qualities necessary for sacred music are found in the highest degree in the Gregorian chant; and how this chant was the **only form of music** inherited from the ancient fathers, jealously guarded for centuries in her liturgical books, directly proposed to the faithful as her own, and prescribed exclusively for some parts of the liturgy.

SPARE THE CHILD'S NERVES.

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ment which is rhythmic and a sort of tonic to the whole thing. But if you cause the young learner to rush far beyond this maximum activity you shatter the nerves and break down the health.

The teacher who injures the child's nerves by overspeeding thereby destroys precious private property and perpetrates a public wrong. So, when the health specialist comes in to examine the pupils and to prescribe remedies for those found to be ailing, I hope he will also examine the teacher and determine the extent to which she may be one of the causes of ill-health of the little ones through the use of speeding-up methods like those described above. And, then, I wish some one in authority would prescribe for her.

Strange to say, the type of teacher here under criticism does not usually realize the extent of her fault until some one brings it sharply to her attention. It is probably a matter she has picked up from imitation and has never really thought it through. We are all thus in some aspects of our lives. So it becomes our duty to help your child's teacher to correct the serious error here under consideration. And, it may be that when we see her she can assist us in correcting some of our own. Who knows?

Wherefore, to come back and clinch the idea herein advanced, let us go at the task in a firm and determined manner and bring it about that the teacher who whacks our children's nerves through speed contests and mad racing over the lessons shall do so no more. In respect to this matter, our duty is clear.

CURRENT EDUCATIONAL NOTES.

(Continued from Page 346)

FOR THE AFFLICTED. Even this hasty review cannot overlook the deaf-mute section of the convention as represented by the papers in the annual report. It is not the privilege of all of us to labor in this field; we should make it our duty to know as intimately as we can the peculiar difficulties faced by the devoted men and women who are giving themselves to God's afflicted. If we learn nothing else from Father Waldhaus and the Sisters of Providence and St. Joseph who read papers at the meeting, we are amply rewarded in the realization that God has blessed them with sane enthusiasm and contagious cheerfulness. And that is more than much.

An Emblem of Victory for Every School.

Emphasizing the importance of inculcating the spirit of patriotism more and more in the young, the Greenfield Art Association carries an announcement in another part of this magazine. Stress is laid upon the desirability of owning one of their beautiful emblems of victory to commemorate and celebrate the triumphant victory won by the U. S. and the allies, whose flags and heroes are all represented in the emblem.

Readers of The Journal are asked to turn to the page (353) containing the advertisement referred to above and give it consideration. With the signing of peace, now impending, there will be a demonstration of pent-up sentiment throughout the country that will re-echo in every class room in the land. Be prepared to carry home to your students the history-making epoch by having conspicuously displayed in every room the national colors and the emblem of victory.



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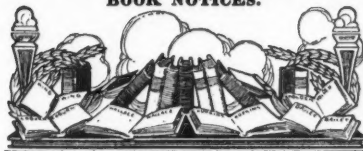
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The Theory and Practice of Color. By Bonnie E. Snow and Hugo B. Froehlich. Cloth, quarto, 53 pages. Price \$3.00. Illustrated with colored frontispiece, three diagrams in black and white, and nine hand-painted charts. The Prang Company, New York.

This handsome and practically valuable volume is uniform with the well known "Quarto Art Books," issued by the same publishers. Not every one is gifted in a high degree with what is known as a color sense—an intuitive feeling for color harmony, but there are principles governing artistic combinations of color. The authors of this work affirm that "color relationships can be taught as definitely as rules of grammar." They admit that after this has been done, those gifted with a color sense will still possess an advantage over the average individual, but assert that the average individual can be kept from creating or tolerating discords—a possibility to be welcomed not only for aesthetic reasons, but for the obvious bearing which it has upon the furtherance of American industrial progress. "In the future, America must manufacture from the raw products her own dyestuffs, paints and pigments. Her industrial workers, her chemists, her manufacturers, her lithographers, printers and colorists of every kind and calling, must be trained in the understanding and the use of color." The book will be useful in the hands of individuals in all the crafts referred to, and others, as well as in the hands of teachers and pupils occupied with formal studies in the subject as part of a school course.

To the Heart of the Child. By Josephine Van Dyke Brownson; with preface by Rev. John J. Wynne, S. J. Boards, cloth back; pages, 193. The Encyclopedia Press, Inc., New York.

Those charged with the sacred duty of imparting religious instruction to the young in many instances are likely to find in this little book suggestions that will smooth their difficulties. The object held in mind in its preparation was the presentation of essential truths relating to great subjects—God, Religion, the Church, the Sacraments, the Commandments—in such a way that young pupils would love as well as learn. Twenty years of actual experience in imparting this instruction have contributed to the rounding out of the lesson formulas, which were made for use in Detroit, where they were found so practically effective that they grew to be in request elsewhere. "The demand," says Father Wynne, "comes not only from priests and others who are trying to give religious instructions, but also from mothers living out in the country, where they have not teachers, and must themselves teach their children or let them go without the most important of all knowledge."

First Steps in Americanization. A Handbook for Teachers. By John J. Mahoney, Principal State Normal School, Lowell, Mass., and Charles M. Herlihy, Assistant Superintendent of Schools, Cambridge, Mass. Cloth, 132 pages. Price, 75 cents. Houghton Mifflin Company, Boston.

The writers of this book do not pretend to exhaust the subject suggested by its title. Their conviction is that the first step in the Americanization of the immigrant alien is to teach him how to talk, to read and to write the language of the country. The task presents difficulties. It is one in which the authors have had experience, and their object is to set before other teachers the methods of teaching immigrants which they have found to be most productive of desirable results.

The Home and Country Readers.

Book I. By Mary A. Laselle, of the Newton, Mass., High Schools. Illustrated, with frontispiece in colors. Cloth, 266 pages. Price, 65 cents, net. Little, Brown & Company, Boston.

"Appreciation of Home and Country requires the education of the heart. The feelings must be aroused, the emotions must be stirred, the will must be challenged, in support of the ideals of Home and Country. Such is the peculiar function of the literature of inspiration that these books present." These words from the "Foreword," written by Dr. Frank E. Spaulding, superintendent of schools at Cleveland, O., furnish a key to the principle which has governed the admirable selections, from well-known American and British authors, that comprise the text. Book II. of this series (282 pages), and Book III. (347 pages), each listed at the same price as Book I., maintain in every respect its high standard of excellence. Others are forthcoming.

Builders of Democracy. The Service, Told in Song and Story, of Those Who Gave Us Freedom; the New Era, and the Greater Freedom to Come. By Edwin Greenlaw, Kenan Professor of English in the University of North Carolina. Cloth, 347 pages. Price, 60 cents. Scott, Foresman & Co., New York.

In this book, intended for independent study as well as for use as a supplementary text in history and English classes, poems, stories, extracts from histories and even state papers, used as illustrations of the American conception of democratic citizenship, are incorporated in a sequence loosely chronological, with running comment on their authors and the circumstances under which they were written. The volume is one of the Lake History Stories.

The Gary Public Schools; Organization and Administration. By George D. Strayer and Frank P. Bachman. Pamphlet, 126 pages and elaborate tabulated appendix. Illustrations of school buildings and interiors. General Education Board, New York.

The Gary System has been much discussed. This setting forth will be read with interest by teachers and others interested in the practical problems of education to which it especially refers.

New Medieval and Modern History.

By Samuel Bannister Harding, Ph.D., Professor of European History, Indiana University. Illustrated with wood cuts, color prints and maps. Cloth, 814 pages. American Book Company, New York.

Primarily a revision of the author's former volume, "Essentials in Medieval and Modern History," this work embodies a different plan, the rewriting having been conducted not only with a view of bringing the narrative down to date, but also of diminishing the space accorded to political and military details, while laying greater emphasis on social, industrial and cultural topics. This is in line with the current conception in educational circles of the manner in which the many-sided subject of history should be presented to the students in high schools and academies. So is the plan which Prof. Harding has also followed of going more fully into the portions of history which have a direct bearing upon the world of today and condensing the accounts of events of earlier times.

Our Winter Birds, How to Know and How to Attract Them. By Frank M. Chapman, Curator of Birds in the American Museum of Natural History; Editor of Bird Lore. Illustrations in color and black and white, by Edmund J. Sawyer. Cloth, 180 pages; price 60 cents. D. Appleton & Co., New York.

A charming little book, this, which is sure to find its way into homes as well as schools. The colored pictures on the inner sides of the covers will enable anyone into whose hands it falls to make excellent use of it for identifying feathered visitors encountered in sallies afield. The text supplies a great deal of information in a brief space, and the high repute of the author as an authority on the subject carries assurance that every assertion it contains is reliable.

Alice's Adventures in Wonderland.

By Lewis Carroll. Edited by Clifton Johnson. Illustrations by John Tenniel. Cloth, 154 pages. American Book Company, New York.

This is a very satisfactory new edition for ordinary use of a classic of humorous literature for children. The text is supplemented with a readable account of "The Book and Its Author."

Newspaper Writing in High Schools.

By L. N. Flint, Chairman Department of Journalism, University of Kansas. Pamphlet, 72 pages, on heavy paper. Price, 75 cents.

Professor Flint has had experience in practical journalism as well as in teaching. As a teacher, he is convinced that writing for a newspaper is an aid to composition. He does not believe in a vocational course in

journalism as part of the high school curriculum, but thinks results of maintaining a high school journal more than repay the labor and responsibility incident thereto, and also advises the study of newspaper methods as illustrated in large city dailies of the higher class. The work is practical from cover to cover, carrying out its main purpose of helpfulness to teachers. It includes an outline of an eighteen weeks' course for high schools and a brief summary of what in the author's opinion should be covered in a college course in journalism.

Men Who Are Making America. By B. C. Forbes. Illustrated with full page portraits. Cloth, 442 pages. Price, \$3. B. C. Forbes Publishing Company, New York.

Fifty Americans, nearly all still living and at the head of the largest industrial, commercial or financial institutions in the country, are the subjects of readable biographical notices contained in this volume which originally appeared in Leslie's Weekly. To equip himself for writing them, the author in nearly every instance interviewed the men whose careers he intended to portray. The series begins with J. Ogden Armour and concludes with John D. Archbold. It includes none but rich men, whose wealth and influence are recognized factors in present-day American business. Particular attention is paid to the narration of obstacles they overcame on the road to success, and to the maxims they refer to as having governed their careers. The author is convinced that younger Americans reading these biographies will find them rich in suggestions as to how to succeed in business. In his introduction to the book, he tabulates certain statistics as follows: Twenty-four were born poor, 17 were born in moderate circumstances, 9 were born rich; 40 were born in the United States, 4 were born in Scotland, 4 were born in Germany, 1 was born in England, 1 was born in Canada; 14 began as store clerks, 5 as bank clerks, 4 as grocery boys. He observes that the facts presented in his volume shatter the popular idea that most of the highest financial and business positions in the United States are held by young men, as only four in the list are under fifty years of age, and only a few of the others, at fifty, would have won entrance into any such list as this. Not only is the average age sixty-one, but no fewer than twelve are seventy or more. He thinks "there is encouragement in this for earnest workers who have not yet reached places of conspicuous eminence." As qualities essential to success he lays stress on patience, perseverance and courage, and insists that "the only caste in America's merit." It would be possible to make a list of eminent living Americans including only a few of the subjects selected by Mr. Forbes—for instance, he says nothing of Woodrow Wilson or Cardinal Gibbons, or General Pershing, or Dr. William Mayo. History accounts successful in a high degree thousands of lives devoted to pursuits which enriched humanity while leaving those who lived them poor. "But that is another story."

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The children would then repeat in chorus:

"We would rise in our places, step into the aisle and march quietly out of the building."

One morning a distinguished visitor came to the school, and was sitting quietly on the platform when the teacher stepped before the pupils and, instead of asking the usual fire-drill question, said:

"Children, what would you say if I were to tell you that Dr. Smith is to speak to you this morning?"

The children promptly replied in chorus:

"We would rise in our places, step into the aisle, and march quietly out of the building."

Home of the Swallow.

The teacher of a primary class in natural history had a visitor in the schoolroom one day. The teacher suddenly closed her book turned to a boy near the foot of the class and asked:

"Willie, can you tell me where the home of the swallow is?"

The youngster thought for a moment, but could not answer.

"Suppose you try it, Jimmy," suggested the teacher, turning to his neighbor. "Can you tell me where the home of the swallow is?"

"Yes, ma'am," was the response, "in the stomach."

An Example of Devotion.

A teacher was trying to convey the idea of devotion to the members of her class.

"Now suppose," she said, "a man working on the river bank suddenly fell in. He could not swim and would be in danger of drowning. Picture the scene. The man's sudden fall, the cry for help. His wife knows his peril and hearing his screams rushes immediately to the bank. Why does she rush to the bank?"

Whereupon a boy in the rear exclaimed, "Why, to draw his insurance money."

The Word and Its Meaning.

"You may spell 'heathen,' Phyllis," said the teacher to the youngest member of the class in spelling.

"H-e-a-t-h-e-n," slowly spelled little Phyllis.

"Correct," replied the teacher. "And now, Phyllis, can you tell me what a heathen is?"

"A heathen is anyone not born in Massachusetts," was the prompt reply.

Difficulty With Right Method.

Teacher—Your spelling is very bad, Frank. Why don't you look in the dictionary when you write your essays?

Frank—I do, but I can never find the word I'm looking for.

Cites Plausible Proof.

"Willie," said the teacher, "give me three proofs that the world is actually round."

"Yes'm," said Willie, cheerfully, "the book says so, you say so, and ma says so."

A Plausible Conclusion.

"Herbert," said a school-teacher, turning to a bright youngster, "can you tell me what lightning is?"

"Yes, ma'am," was the ready reply of the boy. "Lightning is streaks of electricity."

"Well, that may pass," said the teacher encouragingly. "Now tell me why is it that lightning never strikes twice in the same place?"

"Because," answered Herbert, "after it hits once, the same place ain't there any more!"



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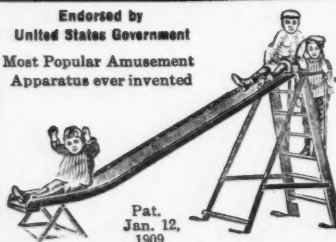
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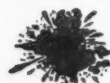
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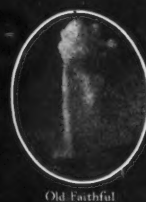
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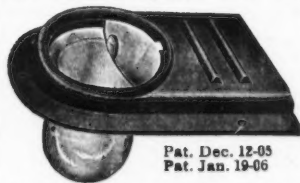


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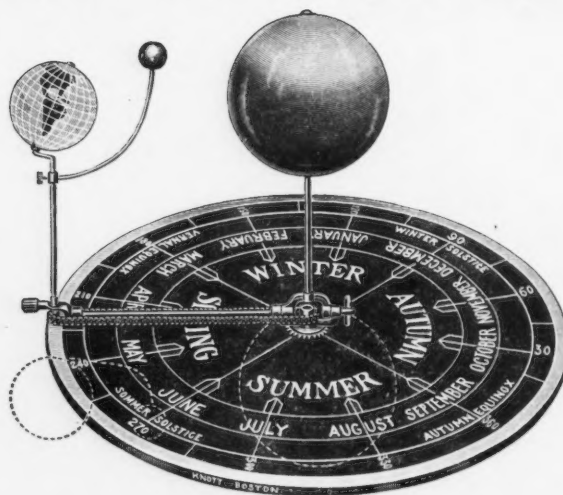
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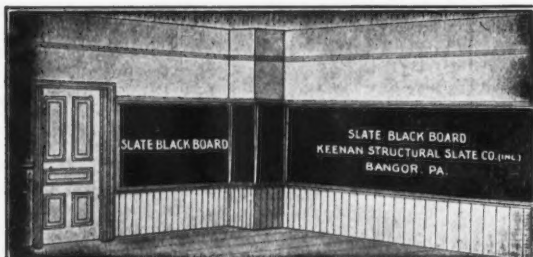
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"The Health of the Child is the Power of the Nation."

FOR SALE BY LEADING SCHOOL SUPPLY HOUSES.
AGENTS WANTED.

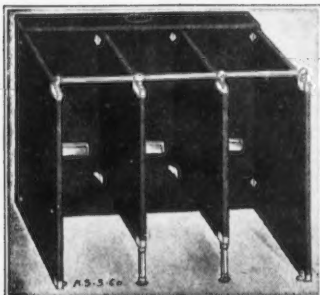
JAMES LYNN COMPANY
14 East Jackson Blvd., CHICAGO, ILL.



Natural Slate Blackboards

are Smooth, Jet-black
Durable and Sanitary

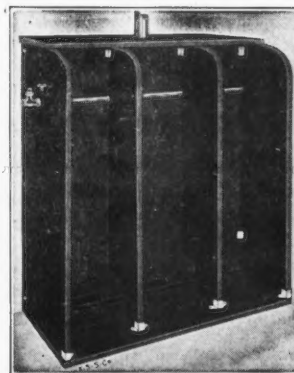
Write for price and Blackboard Booklet



Sanitary Slate Fixtures

Sanitary in fact because
non-absorbent and built to
ventilate

Catalog "B" yours for the asking



Keenan Structural Slate Company, Inc.

Main and Washington Streets

BANGOR, PENNA.



FIRST COST THE ONLY COST

The Large-City School Boards Learned Their Lesson

EXPENSE is always quickly noted when it looms up in volume.

That is what happened annually in the cities where artificial blackboards were used.

The regular upkeep expense occasioned by warping, scaling, peeling, rotting, repairing and replacing caused the School Boards to have all artificial blackboards **turned out** and Natural Slate installed.

They had learned their lesson--and upkeep expense ended.

Small-Town Boards May Profit

Small school districts are faced with the **same** kind of expense and the **same** kind of saving can be made.

The sooner the School Boards order the installation of Natural Slate Blackboards, the sooner the Board Members, the Superintendent, the pupils and the teachers will be satisfied.

And tax-payers will be relieved of **upkeep** expense.

Natural Slate Blackboard Company

Representing Thirty-five Quarries and Companies

Headquarters: Pen Argyl, Pennsylvania

Mills at Slatington, Wind Gap, Pen Argyl and Bangor



NATURAL SLATE BLACKBOARDS
OUTLAST THE BUILDINGS

